

Riverside School

ACADEMIC. THERAPEUTIC. INCLUSIVE.



Parent/Student Handbook 2023-2024

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Riverside School Mission Statement

The Riverside School mission is to help adolescents coping with mental health challenges feel safe and included as they discover their identity, voice, and community, while pursuing academic achievement.

About Riverside School

With two locations in Needham and Milford, Massachusetts, Riverside School is a subsidiary of Riverside Community Care (<https://www.riversidecc.org/>) which provides more than 40,000 children, adolescents, and adults with a broad range of behavioral healthcare and human services. Riverside School is an accredited member of the Massachusetts Association of 766 Approved Private Schools and the Council for Exceptional Children and is a therapeutic day school designed to meet the academic and therapeutic needs of middle and high school-age adolescents, in grades 6-12.

We specialize in educating teens with mental health diagnoses, including severe anxiety, depression, and trauma that impact their social emotional well-being and academic environment, and are under-served by the public-school setting. With small classes year-round, a low student-teacher ratio, and highly skilled educational and clinical professionals with an emphasis on clinical wellness, scholastic achievement, and personal growth, Riverside School offers students and families an individualized approach to learning and therapy in a small, safe and inclusive environment.

Riverside School provides a supportive and therapeutic milieu with a low staff to student ratio that enables students to experience success in various social situations, by:

- Providing opportunities for student reintegration into broader communities
- Empowering students to develop self-esteem and confidence through exposure to group and individual as well as family support.
- Supporting opportunities for leadership within Riverside School, at home, and within the larger community.

Riverside School provides ongoing consultation and support to students, families, and public schools for students who transition to the next educational, work, or other appropriate environment, by:

- Developing transition plans in partnership with the student, parents/guardian, and school well in advance of the student's discharge from Riverside School
- Providing ongoing consultation to the student and personnel for the first semester of the students' transition to the next educational, work, or other appropriate environment.

Statement of Purpose

Riverside School provides a therapeutic milieu that supports academic achievement by:

- Providing excellent teaching by highly qualified staff that incorporates evidence-based practices for educating special needs populations.
- Providing professional development to ensure curriculum and pedagogy reflects current academic standards and best practices.
- Developing individualized action plans that guide the provision of therapeutic support services that assist students in participating in their education, within the school day, at home, and in the community at large.

Equal Access

The Riverside School (Riverside) does not discriminate on the basis of race, age, color, gender, gender identity, religion, national origin, disability, sex, marital status, sexual orientation, or homelessness in treatment or employment at Riverside, admission or access to Riverside, or any other aspect of the educational programs and activities that Riverside operates. Riverside is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, or national origin (Title VI); disability (Section 504); sex (Title IX); or age (Age Act). Inquiries concerning the application of each of the aforementioned statutes and their implementing regulations to Riverside may be referred to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, or to:

- Section 504 Coordinator(s): Monica Garlick, (781) 320-5383, 270 Bridge Street, Suite 301, Dedham, MA 02026
- Title IX Coordinator(s): Paulo Fulton, (781) 320-5312, 270 Bridge Street, Suite 301, Dedham, MA 02026
- Age Act Coordinator(s): Monica Garlick, (781) 320-5383, 270 Bridge Street, Suite 301, Dedham, MA 02026

Administrative Organization

Riverside Community Care is a non-profit organization directed by a Board of Trustees. Marsha Medalie is the Chief Executive Officer and Vicker DiGravio serves as the President.

Below is a listing of school administrative personnel at the Riverside School.

Program Director:	Amanda Arnst, Ph.D.
Program Assistant Director:	Ashley Toomey, M.Ed.
Administrative Assistant:	Linda Kosinski, BA
	Julie Wallace

Staff Directory:

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Quality Nurse Manager
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Parent Advisory Group

Parents play an essential role in their child's academic and treatment program at the Riverside School. Parents are regularly kept abreast of their child's progress and participation. Parents can expect to have access to teachers and counselors to review the child's progress and discuss home-related issues. Referrals may be made to the Riverside Family Stabilization Team for additional family interventions as needed. All parents are invited to participate in the Parent Advisory Group. A meeting of School personnel and Parents is scheduled 3-4 times throughout the year. This meeting is open to all families. Parents are also encouraged to give feedback at any time. Invitations for this meeting will be mailed out to parents.

Interns

Any individual who seeks to serve as an intern in connection with the school will be required to participate in the Criminal Offender Record Information check and an FBI fingerprint check, prior to start date. In addition, all interns will sign a Confidentiality Agreement.

Volunteers

Any individual who seeks to serve as a volunteer in connection with the school will be required to participate in the Criminal Offender Record Information check and an FBI fingerprint check, prior to start date. In addition, all volunteers will sign a Confidentiality Agreement. All volunteer assignments at the Riverside school are subject to approval by the Program Director. These decisions are made on an as needed basis to meet specific programmatic needs. Please see the field trip policy in the appendix for further information.

Services

Assistive Technology Devices/Services

For students presenting with significant communication deficits, the school will work with the student's school district to identify appropriate assistive devices. If the team agrees to use an assistive technology device, school staff will be trained in its use.

Class Offerings

All students will participate in the required classes for English/Language Arts, Mathematics, Science, Social Studies/History, and Fitness and Wellness. Students may also participate in a variety of other electives, including but not limited to, Career Exploration, Critical thinking, Functional Living, and Computers. In addition, students will participate in daily Personal Development groups and/or Expressive Arts.

Clinical and Routine Offerings

Each morning students will participate in a student advisory time. This is a time for students to formulate a goal and a plan of action for the day, related to their treatment. They will also review the daily schedule, turn in homework, and answer any questions they may have about the day's events.

All students are assigned a clinician upon enrollment whom they will see on a weekly basis or as directed by the IEP. This time is used to review treatment and goals as well as discuss any issues that the student may be facing.

Students may participate in weekly Study Skills or Academic Support blocks designed to assist with navigating challenging materials, learning and practicing organizational strategies, and learning skills to assist with daily school assignments.

Each week students will participate in a community wrap up block. This is a time to recognize accomplishments, answer questions about the program as a whole and make suggestions for activities or

ways to improve the school community. During this time, a quick review of the next week will be presented. Students also participate in two therapeutic groups per day using a variety of modalities and skills.

Child Psychiatry

Riverside School contracts with an adolescent psychiatrist to provide staff consultation on a monthly, or as needed, basis.

IEP Development/Planning

An Individualized Education Plan (IEP) is developed for each student in collaboration with the referring public school district. Goals are linked to the Massachusetts Curriculum Frameworks and reflect the standards set forth for each grade level. Both formal and informal tools may be used to help determine appropriate goals.

Occupational Therapy

Should a student present with occupational therapy needs as a requirement of their IEP, arrangements will be made with the referring school district. This may include providing space to allow the Occupational Therapist to visit the student during school hours. Alternatively, parents may pick up students during school hours for scheduled appointments.

Physical Therapy

Should a student present with physical therapy needs as a requirement of their IEP, arrangements will be made with the referring school district. This may include providing space to allow the Physical Therapist to visit the student during school hours. Alternatively, parents may pick up students during school hours for scheduled appointments. Given the needs of the students served in the Riverside School, it is anticipated that physical therapy will rarely be required.

Psychological, Counseling, Rehabilitation Counseling, and Social Work Services

The students in the Riverside School have daily access to clinical staff representing an array of mental health fields. In addition, Riverside School staff have access to and consultations with medical, psychiatric, mental health and social work professionals.

Recreation and Leisure Skills

The development of appropriate recreation and leisure skills are an integral part of the therapeutic environment of the Riverside School. Groups that focus on building recreation and leisure skills include, but are not limited to, Healthy Living Group, Team Building, Self-Esteem Group, Expressive Arts Groups, Yoga-Cognitive Behavioral Therapy (Y-CBT), and Fitness Groups.

Physical Education and Recreation

The school's physical education and recreation program is designed to develop healthy lifestyle habits and follows Department of Education's guidelines to meet this requirement. In addition to classroom instruction of physical education topics, Riverside School has access to facilities to provide students with weekly opportunities to participate in a wide array of physical activities. Students will also be involved in community excursions to local parks and hiking trails to learn real world applications to physical education topics.

School Health Services

Riverside Community Care consults with a Registered Nurse (RN) who oversees all healthcare policies and human rights issues. Additionally, she is available for consultation during school hours. In the event of a medical emergency, local hospitals and the local rescue squad may provide emergency medical services.

Transportation

As noted in the policies and procedures, transportation to and from the Riverside School is the responsibility of the referring public-school districts and/or parents.

Off-Campus Community/Field Trips

Throughout the year, field trips and off campus outings will be provided as an opportunity to strengthen the curriculum and enrich the student learning. For all trips, a thorough review will be conducted to evaluate safety, student well-being, transportation, supervision and educational benefit. See appendix for full field trip policy.

Vocational Services

Students between the ages of 12 and 15 years may take part in career exploration activities. The students are introduced to a variety of vocational areas and individual strengths and interests are assessed. Students 16 years and older continue to expand upon their work and living skills in preparation for employment in the community. Individual vocational training and internal employment help to prepare the students for community employment.

Parent's Rights

You have the right to participate in your child's treatment planning. If so, requested in writing, you will receive a copy of your child's treatment plan.

You have the right to receive a copy of all program and school rules so that you are familiar and able to reinforce said rules with your child.

You have the right to receive advanced notice of all scheduled meetings pertaining to your child.

You have the right to attend all meetings pertaining to the treatment of your child. In addition, you have the right to send a child/education advocate on your behalf if you cannot attend a scheduled meeting.

You have the right to contact the primary clinician and/or the Program Director to obtain progress updates regarding your child. If those persons are unavailable, you have the right to a timely response within 24 hours.

You have a right to receive a copy of the Riverside School Policies and Procedures Manual.

You have the right to request a copy of the Riverside School Policies and Procedures Manual.

You have the right to fully participate on the Riverside Schools' Parent Advisory Group.

You have the right to address any concerns with Riverside staff.

You have the right to be informed and receive a copy of the Riverside Consumer Complaint Procedure.

You have the right to provide feedback for Riverside School by completing a Family Satisfaction Survey, which is mailed directly to Riverside Quality Assurance Department.

You have the right to receive emergency hotline information.

Students' Rights

It is important that students and parents understand their rights while being served at the Riverside School. These rights are outlined below.

All students served by the Riverside School have the following rights:

1. To medical, psychosocial, and rehabilitative care and treatment services whose overriding goal is their personal welfare.
2. To participate in the development of and be fully informed of the student's Individualized Education Plan (IEP).
3. To receive a free, appropriate education in the least restrictive environment.
4. To programs that teach appropriate skills, through the use of the most effective procedures, utilized by competent professionals.
5. To be fully informed of the progress of education and treatment at intervals of no longer than three months in length.
6. To refuse treatment, and to terminate treatment at any time.
7. To utilize the Riverside School's grievance procedure at any time.
8. To a clean, safe, comfortable, and well-supervised environment.
9. To be free from neglect, cruel, hazardous, or abusive treatment, humiliation, or verbal abuse.
10. To be free from corporal punishment
11. To be fully informed of the qualifications, training, and specialization of all staff who provide education and treatment.
12. To be fully informed of the therapeutic orientation of the Riverside School
13. To be fully informed of their rights under pertinent state laws, the release procedures, the legal process for judging mental incompetence, and the legal process for appointing a guardian.
14. To the same rights of access to, amendment of, and dissemination of student records maintained by the Riverside School as are provided to public school students.
15. In addition, the Riverside School will not on the grounds of race, color, gender, religion, national origin, sexual orientation, disability, or homelessness:
 - a. Discriminate in or deny enrollment, aid, care services, or any benefits provided by the program to any student.
 - b. Subject a student to segregation or separate treatment.

Program Overview

Riverside School provides a student-centered educational experience that fosters a culture of mutual respect and appreciation for learning. The goal of our school is to provide students with a therapeutic milieu that supports academic achievement and personal growth, while providing ongoing consultation to students, families, and other educational services for students to prepare for the least restrictive educational environment.

Our program includes a unique group and individual therapeutic model based on best practices in the field and guided learning with practical application of learned skills. There is a strong educational component based on each student's individual strengths and needs. We strive to provide a strong foundation of life and educational skills essential for being a successful and productive member of the community. This includes:

- Assessing the needs of each child
- Developing plans and goals for treatment based on each child's needs
- Applying treatment procedures of proven effectiveness
- Evaluating and carefully documenting progress

Academic Calendar

The Riverside School operates for 223 days per year. An academic calendar will be published yearly on a July 1st through June 30th schedule.

Attendance and Dismissal Policy

Attendance in school is essential to the successful completion of coursework required to earn academic credit. Students are expected to attend all scheduled school days unless there is an acceptable reason for absence. Please call if your child is not going to attend school on a particular day. Messages can be left for the receptionist on the main line: **508-422-9250 for Milford and 781-247-7762 for Needham**. If for any reason a student needs to be dismissed early, please also notify the Program prior to the dismissal. Parents will be required to sign their child in if tardy and out if leaving early. See appendix for further details on dress code

Behavior Support Statement of Philosophy

The goal of all programs within the school is to teach skills and adaptive behaviors that will allow students to live as independently as possible and to optimize their quality of life. All individuals are provided with therapeutic programs that allow for age appropriate and culturally normative activities. We emphasize, encourage, and reinforce appropriate behaviors of students.

Cancellations

The Riverside School will follow the same cancellation schedule as the **Milford Public Schools for the Milford Program and the Needham Public Schools for the Needham Program**.

Make up days for snow cancellations will be determined by the Director. Parents/Guardians and sending schools will be notified. Snow days will be made up during the week of April break as noted on the school calendar.

Grades

The Riverside School has course expectations and a grading criterion that is required for students to meet graduation requirements. A set numerical grading scale is in place, which translates to letter grades given on progress reports and report cards. Credit requirements are established by sending public school districts and adhered to by each individual student. See appendix for further details on dress code.

Credits

The Riverside School works closely with the sending school district to make sure that students stay on track with graduation requirements. Riverside School provides report cards and class descriptions to the sending school district in order for the school to maintain accurate records/transcripts and make decisions regarding credit hours. Additionally, parents/guardians will be kept up to date on their child's academic progress.

Dress Code

All students are expected to comply with the following standards for appropriate dress: Clothing should be clean and neat. Clothing depicting or glorifying drugs, alcohol or violence are prohibited. Clothing with inappropriate or offensive language is prohibited. See appendix for further details on dress code.

Lunch and Snacks

Lunch is a time to engage in structured and unstructured, pro-social interactions, and conversations with staff and peers. Students are expected to eat lunch daily and are required to bring their lunch and any snack items from home. We encourage students to bring a well-balanced meal. Caffeine products are not allowed. If you qualify for free or reduced lunch, please contact the director to discuss a luncheon plan.

The school is equipped with a refrigerator, microwave, and stove that are available for use during lunch break.

Personal Vehicles

Due to limited parking, students are asked not to drive personal vehicles to school. Should it be necessary to routinely bring your vehicle to school, students will be required to complete a readiness and safety assessment in collaboration with the Program Director, Clinical Team, additional community providers, as well as parents/guardians. Additionally, written parental permission will be required for you to leave the school program during operating hours. Students may not leave grounds without prior approval.

Religious Observances

Riverside maintains and promotes a policy of equal opportunity for all, regardless of race, color, creed, religion, ancestry, national origin, age, disability, sex, marital status, sexual orientation, or political or union affiliation. The Riverside School will accommodate students' religious observances, in terms of taking religious holidays into consideration when scheduling assessments and allowing students to miss a school day to celebrate their religious holiday. The Riverside School will not require students to practice religious rituals during school hours.

Smoking

Public law requires that smoking/vaping be prohibited on school grounds and in school buildings. The law pertains to students, staff, transportation drivers, parents, and visitors. Massachusetts Department of Education regulations require that a formal disciplinary process be established for violation of the smoking/vaping policy. Violation of this policy may lead to suspension from the school program. Repeated violations may lead to discharge from the program.

Use of Telephone and Cell Phones

The school has guidelines regarding telephone calls to staff and students and the use of cell phones and smart watches is restricted to emergencies. These guidelines ensure that adequate staff-to-student ratios are maintained, and that teaching is not disrupted. We encourage you to adhere to the guidelines below:

1. Phone calls to staff can be made between 8:00 a.m. and 4:00 p.m., Monday through Friday.
2. During classroom hours, a staff member may be unavailable. Please leave a message and your call will be returned.
3. During school hours, a staff member may be unavailable. If not an emergency, you can expect to receive a response within 24 hours.
4. Students may not use cell phones or smart watches during school hours. Cell phones and smart watches should be turned off and put in a designated, common storage place upon arrival.

Supports

The Riverside School implements a comprehensive set of policies and procedures dealing with discipline and behavior support that meet all federal and state special education requirements. In the event the school staff deems it necessary to create individual student support plans, the student, parents/guardians, and referring public school LEA will receive a copy of this plan. Additionally, a copy will be maintained in the student record.

Supports System

The behavioral system is based on a strength-based method of positive modeling for our students. The system allows for students and staff to become acquainted with each other and to help students identify where they are in the continuum of progress in their education and with their mental health. This system is meant to honor the unique need of each student and celebrate diversity. Upon acceptance and admission to the school program, all students will sign a code of conduct contract that outlines school behavioral expectations and agreed upon school rules.

Methods for Supporting Students Experiencing Suicidality:

All students meet weekly with their clinicians as well as attend weekly therapeutic groups. These groups include the use of Dialectical Behavior Therapy strategies, Cognitive Behavioral Therapy strategies, development of coping skills and communication skills. When it is determined that a student may be at risk for suicidal behaviors and/or concerning self-harm or harm to others, the local crisis team will be contacted to provide further assessment. This assessment is done in collaboration with the parents/guardian and appropriate community supports to determine next

steps needed to keep the student safe. Within the school community, students are consistently monitored for safety and risk level.

Alternatives to Physical Restraint:

Upon acceptance and admission to The Riverside School, all students will sign a code of conduct contract that outlines school expectations and appropriate behaviors. Students and parents/guardians will also receive a copy of the school's behavior support system.

Annually, staff participate in the following trainings: WELLE (Behavioral Safety Management for Healthcare), CPI (Nonviolent Crisis Intervention), First Aid and CPR, Policies and Procedures review, Behavioral Support/Discipline training, Civil Rights and Human Rights training, and Bully Prevention training. Additionally, staff participate in weekly meetings to discuss/review behavioral concerns, safety, and welfare of students.

Staff shall be trained in de-escalation techniques annually. The Director of the school shall consult with the student's TEAM and the Riverside Risk Team, when appropriate, to develop proactive crisis and risk plans for students with potential for engaging in high-risk behaviors. These plans shall incorporate known precipitants with progressive supports to avoid escalated, potentially dangerous behaviors.

Support Systems of Privileges:

A support system will be used to encourage and reinforce positive behaviors. A detailed description of this system is outlined in school policy ES 200.7.

- **Beginning** – (enrollment through the 1st month or more if deemed appropriate) upon enrollment students coming into the Riverside School will be on the beginning level. This is designed to get to know students and to let students become acclimated to the program. Students are closely monitored by school staff. This includes supervision at all times as well as daily check-ins. The decision to participate in school incentives and activities is made by the Riverside team on an individual basis. During this time students and their families work with their clinician and teacher to identify individual goals, review IEP goals, and determine how these goals will be obtained. An Individual Action Plan is developed with the student and their family that outlines goals and benchmarks.
- **Learning** – (2nd month – ongoing) Students are actively engaged in working on their individual and educational goals. Based on an individual basis students may earn more independent privileges such as running errands, navigating to rest rooms independently, accessing library to work independently, requesting time with staff, ordering out for lunch on Fridays, and other privileges that may be requested by student and are deemed appropriate by the student's Riverside team. Students are expected to remain in good standing behaviorally, actively be working on their Individual and Educational goals as well as learning and applying strategies identified. Students on Learning privilege and in good standing are eligible for all classroom and school wide incentives.
- **Transitioning** – (when a student is preparing to step down to a less restrictive setting) During the transition stage, students have been identified as making significant progress on individual and education goals and are attempting to step down to a less restrictive setting. Students should be able to function as role models within the school and

therapeutic milieu with significant independence. This may include such things as completing independent study projects, assisting in activity-based group implementation, peer tutoring, and other leadership roles as identified by the student or Riverside team. The goal for students on this level is to put into practice the skills they have learned both clinically and educationally across all settings. During this time students are also identifying future goals and resources that can assist them in their continued growth.

- Independence – Students who have demonstrated maturity, growth, and healthy decision making; and whose team feels they have demonstrated leadership within the community, are eligible to apply for independent status. Students on Independence are able to run errands, act as peer mentor, act as welcoming host to new students and families, assist in planning community activities and other incentives, and with prior permission from staff are able to have structured unsupervised time within the program. This may include music time, game play, and sensory time. Students may be eligible if in good academic standing to request one block a week off in order to engage in a preferred activity.
- Safety - Safety may be utilized if students are exhibiting unsafe behaviors above their baseline such as lying, self-injurious behaviors, homicidal or suicidal ideation, or general mental health difficulties that require close monitoring. On Safety, students must be within close proximity to designated staff and conversations with peers are more closely monitored. The team will meet weekly, or more if needed, to discuss progress, needs and interventions. If necessary, to ensure safety, students may be asked to participate in alternatives to community events or activities. Safety supports will be lifted when the team determines students are in safe space to participate.

School Wide Incentive Plans:

Each month during staff meetings and during community meeting with students, ideas for school wide incentives are recognized and criteria for attaining these incentives are identified. Incentives may include social events, field trips, or community projects. Students will participate based on attainment of identified criteria and safe behavioral standing.

Classroom Incentives:

Based on Individual Education Goals and Community Spirit students are eligible for classroom incentives as identified by the teacher and students. This may include an agreed upon goal for the entire classroom or be based on individual performance. Dependent on the classroom population such incentives may include but not be limited to:

- Daily recognition such as positive notes home, independent reading time, puzzle time, or computer time.
- Weekly classroom drawings for items such as pencils, coupons, and other small rewards.
- Earned trips or activities that may include, cooking activities, educational off campus trips, or social events (pop-corn party, ice cream party, ...)

Clinical Supports:

All students meet weekly with their clinician as well as attend weekly therapy groups to address concerns and treatment. In addition, clinicians communicate with families weekly to review clinical updates and goals and offer family meetings as needed.

Taking Space:

Students can advocate to take space if needed when feeling overwhelmed or dysregulated. If students are unable to respond to cues or redirection, they may be asked to take space. The student would be asked to go the space room in order to refocus and process with staff before returning to their activity. Taking space is usually only for a few minutes, and students are encouraged to utilize coping skills during this time.

Individual Support Plans:

When a student is presenting with more complex needs that cannot be addressed with the regular Behavioral System, the team may meet to develop an individual support plan. The student, parent/guardian, and referring school will receive a copy of this plan. Additionally, a copy of the plan will be maintained in the student's record.

Re-Entry Meeting:

A re-entry meeting may occur for serious behavioral incidents or for continued difficulty managing behaviors. A re-entry meeting will include the teacher, clinician, student, parent/guardian, and the director. The purpose of the meeting is to review expectations and discuss supports that may be needed. An individual support plan may be developed at this meeting.

Management Of Physically Disruptive Behaviors (Non-Assaultive):

If students are unable to adhere to school behavioral expectations given redirection or limit setting, the student will be separated from the rest of the school population and evaluated and monitored for safety. This may include continued separation from the population and/or encouraging use of coping skills that may include sensory strategies, positive self-talk, or journaling activities.

Suspensions

Suspensions may be administered by the director for the following reasons (but not limited to):

- Aggressive behaviors
- Destruction of property
- Threatening
- Harassment
- Substance use, including arriving to school under the influence
- Possession of a weapon

Suspension Procedure

Should a student require a suspension either 3-5 day or 10 or more days, the school will immediately notify the parent/guardian as well as the sending public school district or human service agency involved with the child. Written notice of suspension and right to appeal will be sent within 24 hours to the parent and sending school district. The Director will notify parent/guardian to schedule a meeting. In case of the need for immediate suspension, the parent/guardian will be contacted to transport the student home. A team meeting will be scheduled to discuss alternative supports or modifications.

Management Of Serious Disruptive Behaviors Such As Destruction and Aggression

The student should be separated from the rest of the school population. The student will meet with clinical staff and/or the director. The student will be evaluated and monitored for safety. This may include continued separation, grounding techniques, a re-entry meeting with parent/guardian, and may include suspension. The student may also be withheld from off-site events based on safety concerns and or loss of incentives. (Students will not be denied access to state or district-wide assessments, meals or counseling and medical services).

Restrictions of Program Services:

At the discretion of the Director of the school (or designee) in conjunction with the clinical team, students demonstrating unacceptable or unsafe behaviors may be withheld from school events and activities that are offsite and/or used to reward positive behaviors (i.e., access to privileges, field trips).

Students shall not be denied access to school, state, or district-wide assessments as a form of punishment or behavior management. Counseling or medical services shall not be withheld as a form of punishment or behavior management. Meals shall not be withheld as a form of punishment or behavior management. No student shall be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

Management of Assaultive Behaviors:

Physical assault is defined as assault on another person with intent to harm, or with sufficient intensity and lack of control that the risk of harm to another person is intrinsic to the situation. Physical assault includes bodily assault and assault by means of an object. If a student becomes physically assaultive, they will be immediately removed from the rest of the school population. Dependent on the circumstances surrounding the assaultive behavior, the student will need to participate in a re-entry meeting with their parent or guardian or may be issued a program suspension of up to 3-5 days, depending on the severity of the incident and the implications for program safety. If warranted a longer suspension or discharge may be imposed in accordance with school policy. The first staff person to arrive at the scene will begin de-escalating the situation, call for other staff as necessary and immediately inform the Director or designee. The Director or designee will be responsible for managing the incident and coordinating the responses.

The Director or designee shall designate specific staff to:

- Call the police or Riverside Emergency Services, if necessary.
- Call the parents/guardians to inform of the situation and arrange a family meeting to discuss suspension and other necessary steps, in accordance to school policy ES 200.10

- Family meeting to discuss suspension and other necessary steps, in accordance with school policy ES 200.10.
- Clinically evaluate the students involved for safety.
- Manage the environment and response of the non-involved students.
- Immediately notify parents/guardians, public school LEA, and other appropriate persons or agencies; and
- Write an Incident Report

The Director of the school or designee will be responsible for overseeing the completion and submission of the report within 48 hours of the incidence.

For the student responsible for the physical assault, an automatic suspension is imposed of 3 to 5 program days in accordance with school policy ES 200.9. Depending on the severity of the incident and the implications for program safety, a longer suspension or emergency discharge may be imposed in accordance with school policy ES 200.10.

Use of Physical Restraint:

Physical restraint shall be used only in emergency situations of last resort and with extreme caution, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. The use of physical restraint will only be used when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and to prevent or minimize any harm to the student as a result of the use of physical restraint. Nothing in 603 CMR 46.00 shall be constructed to limit the protection afforded publicly funded students who have been found eligible to receive special education services; or precludes any teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent serious, physical harm.

Documentation of Disciplinary Actions

All separation from program shall be documented in the student behavior log and maintained in the student record. Documentation shall include:

- Reason for intervention
- Antecedent/Behavior
- Duration of separation
- Staff monitoring intervention
- Staff approving intervention

Serious behavior incidents will be documented and maintained in student’s record and reported to the Department of Elementary and Secondary Education as mandated by 603 CMR 46.06

Terminations

The Riverside School will not terminate a student even in emergency circumstances until the public school district is informed and assumes responsibility for the student. At the request of the public school district, the Riverside School will delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency

TEAM meeting or to conduct other appropriate planning discussions prior to the student's termination. With mutual agreement between the public school district and the Riverside School, termination of enrollment may be delayed for longer than two calendar weeks.

Planned Terminations

The Riverside School shall notify the public school district of the need for an IEP transition meeting. The public school will provide notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The TEAM will develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

Emergency Terminations

In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the school shall follow the procedures required under 603 CMR 29.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.

Grievance Policy

A grievance is a formal complaint on the behalf of the student or parent because of, but not limited to, inadequate treatment or education, unsatisfactory care, or difficulties interacting with staff. Formal grievances, including those related to allegations of discrimination based on gender or disability can be made, verbally or in writing. The most appropriate individual(s) will work with you to establish a plan to address your grievance in the most timely and efficient manner possible. If you feel the follow-up to your grievance is not adequate you can request a meeting with the Program Director. The Director will then make a written summary of the issue and the resolution within five working days and maintain a copy of this in the student record. A copy of the Riverside Consumer Complaint Form is included in the intake process.

Federal and State Regulations:

Parents are advised that the Riverside School maintains a binder in the Director's office that contains copies of federal and state regulations. These binders, available to parents, include the following:

- Federal Individuals with Disabilities Act (IDEA).
- Appendix A to the IDEA.
- Massachusetts' regulations regarding special education (603 CMR 28.00).
- Massachusetts' regulations regarding Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs (603 CMR 18.00),
- Massachusetts' IEP Process Guide.
- IEP Forms and Notices for Massachusetts.

Policies and Procedures Manuals

A binder is maintained in the Directors office which consists of the following: a) the Riverside Community Care Corporate Policies and Procedures Manual, b) the school supplement to the Riverside Community Care's Corporate Policies and Procedures Manual, c) the Health Care Manual, and e) the Parent/Student Handbook. This binder is available for student or parent review on site.

Health Care

Physician and Nurse Consultation

Sascha Mules-O’Roak, BSN-RN, MPH, MSN is our Quality Nurse Manager and will provide the consultation for healthcare needs of students enrolled at the Riverside School in Milford and Needham.

1. On an annual basis, the nurse will review all health and safety policies, recommending revisions and changes as needed.
2. The nurse will provide ongoing consultation to assist programs to maintain compliance with all applicable health standards and regulation.
3. The nurse will assist the program to respond promptly to student medical concerns and will recommend appropriate course of action.
4. The nurse will annually and/or as needed, develop an individualized medication administration plan for each student in Riverside School
5. Nurse’s shift: on-call all days/hours of operation. This is sufficient for the population traditionally served.

Administration of OTC Medication

Riverside School shall maintain a stock of first aid and over the counter (OTC) medications. The following procedures apply to the administration of medication:

1. No medication shall be administered to a student without written authorization from a parent/guardian and physician order and/or approval. Such authorization shall be renewed annually and/or as needed.
2. Provided parent/guardian consent, and physician order and/or approval OTC medications can be administered to students (after consultation with school nurse) as needed, including:
 - *Acetaminophen (Tylenol)*: Adults and teenagers – 325 or 500 milligrams (mg) every 3 or 4 hours, 650 mg every 4 to 6 hours, or 1000 mg (for example, eight 500 mg tablets) a day for discomfort or to alleviate pain. If a student develops a temperature while at school, they will be expected to go home. (TEMP OVER WHAT?)
 - *Ibuprofen (Advil/Motrin)*: 200-400 mg available every 6 hours, as needed, for discomfort or to alleviate pain.
 - *Bacitracin*: for cuts and abrasions (kept in First Aid Kit)
 - *Antacids (Tums)*: per instruction for heart burn or indigestion
3. Any OTC medication needed but not listed will need to be provided by the parent/guardian with an order from the child’s physician.
4. Riverside School prohibits the administration of prescription medication to a student without the written order of the physician prescribing the medication to that student. This includes OTC medication.
5. The school maintains written policies and procedures regarding prescription and administration of medication including authorization, prepackaging, and staff training.

6. Certain staff are trained by the nurse for medication administration. Parent/guardian consent is needed to allow these staff members to give medications with guidance from the school nurse.
7. Any change in medication or dosage must be authorized by a new order from a physician.
8. A written record shall be maintained of the prescription of medication to students. A written record shall also be maintained of student self-administration of prescribed medication. Significant side effects of medications shall also be recorded.
9. All medicine shall be kept in a locked, secure cabinet and labeled with the student's name, the name of the drug and the directions for its administration.
10. The school shall dispose of or return to the parents any unused medication.
11. Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist.
12. Provision will be made for refrigeration of medications, when necessary.
13. The school shall specify the amount of medication to be kept on the premises at any one time for each student receiving medication.
14. A review of medications administered to a student shall be incorporated into all case reviews conducted at the school with staff regarding the student.
15. The only injectable medication that can be given is a prescribed EpiPen

Student Self-Administration of Medications

Riverside School encourages students to have medication administered before and/or after school hours. School clinical staff will support families in contacting their child's psychiatrist if necessary. A student may be responsible for taking his/her own medication after the consulting nurse has determined that the following requirements are met:

1. If it is not feasible to administer medication before and/or after school hours, a prescription bottle, labeled with correct name, medication, dose and specific instructions, and a signed copy of the Self-Medication Administration Consent and Physician Consent Form must be delivered to the consulting nurse by a parent or guardian, unless the student has consented to treatment (under M.G.L.c.112.s.12F) or other authority permitting the student to consent to medical treatment without parental permission;
2. The student, consulting nurse and parent/guardian, where appropriate, enter into an agreement, which specifies the conditions under which medication may be self-administered.
3. The consulting nurse, as appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medication.
4. The student's health status and abilities have been evaluated by the consulting nurse who then deems self-administration safe and appropriate. The consulting nurse or designee shall observe self-administration of the medication.
5. The consulting nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered.
6. If requested by the consulting nurse, the licensed prescriber provides a written order for self-administration.
7. Documentation of self-administration of medication is maintained.

8. The consulting nurse establishes a policy for the safe storage of self-administered medication and, as necessary, consults with the Director or designee, the student, and parent/guardian, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location.
9. The student's self-administration is monitored based on his/her abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording that the medication was taken, and notifying the parent, guardian or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication; and
10. With parental/guardian and student permission, as appropriate, the consulting nurse may inform appropriate teachers and administrators that the student is self-administering a medication.

Antipsychotic Medication Self-Administration

Riverside School has established the following guidelines in order to ensure safe self-administration of antipsychotic medication for students. The school shall not permit the self-administration or arrange for the administration of antipsychotic medication except under the following circumstances:

1. Antipsychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment, and care of the student and only after review of the student's medical record and actual observation of the student.
2. The prescribing physician shall submit a written report to the school detailing the necessity for the medication, staff monitoring requirements, potential side effects that may or may not require medical attention and the next scheduled clinical meeting or series of meetings with the student.
3. No antipsychotic prescription shall be administered for a period longer than is medically necessary and students on antipsychotic medication must be carefully monitored by a physician.
4. Staff providing care to a student receiving antipsychotic medication shall be instructed regarding the nature of the medication, potential side effects that may or may not require medical attention and required monitoring or special precautions, if any.
5. Except in an emergency, as defined in 18.05 (9)(g), the school shall neither administer nor arrange for the prescription and administration of antipsychotic medication unless informed written consent is obtained. If a student is in the custody of his/her parent(s), parental consent in writing is required. Parental consent may be revoked at any time unless subject to any court order. If the parent does not consent or is not available to give consent, the referral source shall be notified, and judicial approval shall be sought. If a student is in the custody of a person other than the parent, a placement agency or an out-of-state public or private agency, the referral source shall be notified, and judicial approval shall be sought.

6. In an emergency situation, antipsychotic medication may be administered for treatment purposes without parental consent or prior judicial approval if an unforeseen combination of circumstances or the resulting state calls for immediate action and there is no less intrusive alternative to the medication. The treating physician must determine that medication is necessary to prevent the immediate substantial and irreversible deterioration of a serious mental illness. If the treating physician determines that medication should continue, informed consent or judicial approval must be obtained as required by 18.05(9)(e).
7. Riverside School staff shall inform a student twelve years of age and older, consistent with the student's capacity to understand, about the treatment, risks, and potential side effects of such medication.
8. If the student refuses to consent to administration of the medication, Riverside School staff will follow procedures outlined in policies ES 500.8 and 500.9. If a crisis situation presents due to noncompliance, staff shall contact Riverside Emergency Services and/or 911 to assist with evaluation of the student's mental stability, and follow protocols outlined in policy ES 400.2 for immediate notification to all appropriate parties.

Emergency First Aid and CPR

Upon admission, Riverside School shall receive written consent from parents regarding the administration of emergency medical treatment for the enrolled student.

General Administration:

1. All staff are trained in CPR/First Aid.
2. No emergency first aid or medical treatment is administered to a student without prior consent of parent/guardian. Consent must be given annually.
3. First aid supplies are available within the school located in a secure area of the staff office and readily available to all school staff. Basic supplies are available including bandages, body isolation gloves, gauze, adhesive tape, hydrogen peroxide.

Physically Ill or Injured Students:

1. In the event of a medical emergency, 911 will be called.
2. A student who is physically ill or injured may receive a consultation by a program nurse (if available).
3. First Aid supplies are maintained on site and will be administered as appropriate. The first aid kit will contain gloves, gauze, bandages, adhesive tape, cleaning solutions, antibacterial solution, and body substance isolation materials.
4. Arrangements will be made for emergency transportation via ambulance at the discretion of staff or parental request.
5. See Riverside Health and Safety Policies for further information.

Follow-up and Documentation:

1. The student's family/guardian or Emergency Contact will be contacted.
2. Incident Reporting per policy and applicable regulation.
3. In instances where a student is in the care of DCF, the Educational Surrogate Parent shall not have the authority to consent to routine or other medical care. For such students,

consent shall be obtained consistent with the applicable Department of Children and Families requirements.

4. In the cases where parents cannot be reached, emergency services will be administered as described herein and the Director or designee will continue to attempt to reach the parents to advise them of the incident.

Food and Chemical Allergies

Upon admission, parents /guardians will be asked to provide information regarding known allergies. This information should include a list of all known allergies to foods, medications, and other materials or chemicals. In addition, parents/guardians will provide information regarding the signs of exposure to the allergenic and medical action that may be indicated in the event of an exposure.

The Director or school nurse will review the list of allergies with the parent and determine if the student can be safely served in the program:

1. The school may be unable to serve students with severe life-threatening allergies due to the lack of immediate access to emergency medical facilities.
2. Reasonable accommodations will be made for students with manageable food allergies.
3. Students requiring administration of an Epinephrine Pen may be accommodated if the student is independent in its use. This information must be provided to Riverside School and will be included in the student's individual medication administration plan.

Food Preparation and Storage

1. The school shall allow students to eat at a reasonable, leisurely rate. Staff and students dine together from 12-12:30pm, Monday - Friday.
2. Everyone shall wash and/or sanitize their hands before and after handling food.
3. Students and staff will be encouraged to wash all fresh fruits and vegetables prior to consumption.
4. Parents and students are asked to provide any dietary restrictions and/ or allergies.
5. Students are encouraged to eat a well-balanced meal. Each student brings a lunch and snacks from home. Fresh water is readily available. Caffeine intake is not permitted during program hours.
6. The school shall encourage students to eat a well-balanced meal. Students can opt to take space if feeling overwhelmed at lunch time.
 - a. Students with current eating disorders will identify a plan with their clinician and parent/guardian.
7. Following use, all tables, stove, counter tops, utensils, and other utilized items are thoroughly washed and stored properly.
8. All disposable items and other waste products shall be disposed of promptly and properly.
9. The refrigerator shall be maintained at appropriate levels of cleanliness. All food stored in refrigerator shall be wrapped and dated when opened and have freshness expiration dates. Staff will inspect the refrigerator at the end of each day to ensure the appropriate standards of cleanliness.

10. The Director or designee is responsible for the oversight of the food and nutrition program.

Preventative Healthcare

1. Riverside School, in cooperation with the student's parents and/or human service agency which is responsible for payment, shall make provisions for each student to receive an annual comprehensive medical and dental examination. The school shall require a written report from the physician(s) of the results of the examination and any recommendation and/or modification of the student's activity.
2. Riverside School shall, in cooperation with the student's public school, develop a plan to ensure that vision, hearing, postural and other screenings are conducted.
 - a. DPH requires annual vision and hearing screenings.
 - b. M.G.L.c.71, § 57 requires postural screenings for grades 5-9.
3. Parents and referring school districts will be asked to provide evidence of required immunizations.
4. Any student or staff with a reported communicable disease shall be required to present a letter of medical clearance by an authorized physician before returning to school. All parents and referring agencies shall be notified according to procedures outlined in the Immediate Notification policy ES 400.2 following the introduction of a reported communicable disease into the school. The local board of health shall also be notified in accordance with M.G.L.c.111, § 111.
5. The school shall provide a locked, secure cabinet to keep all toxic substances, medications, sharp objects and matches out of the reach of students. Medications and medical supplies shall not be locked in the same cabinet as other toxic substances. Toxic substances shall be labeled with contents and antidote. The phone number for the nearest poison center shall be posted clearly.
6. Where appropriate, the school shall provide or arrange for the provision of family planning information, subject to any applicable state or federal legislation.
7. The school shall require that all students have necessary immunizations as required by the Department of Public Health.

Discharge Planning

It is the goal of the Riverside School to help all students meet state, district, school, and IEP benchmarks and eventually transition to a less restrictive academic environment. The Riverside School outlines procedures that address transition planning while working with the students sending district to discuss each student's transition needs. All transition discussion and documentation will be recorded on DESE Transition Planning Form at the annual meeting of the IEP team.

Transition Planning

1. Upon admission to the program, the family, referring school district representative and student meet with staff to review the student's areas of strength and needs. The resulting needs are addressed on the IEP and within the school setting; ongoing review is provided at student progress review meetings and documented within student IEP progress reports.

2. Each student's transition needs will be discussed annually beginning no later than the student's 14th birthday.
3. The TEAM considers specially designed, measurable goals based on age-appropriate transition needs related to training, postsecondary education, employment, and, where appropriate, to independent living skills.
4. Students are invited and encouraged to give input into their transition services.
5. The Department of Elementary and Secondary Education's Transition Planning Form will be utilized to document transition discussions and will be maintained in the student record.

Less Restrictive Placement

1. As students achieve established goals, the TEAM begins to discuss transition plans to an appropriate, less restrictive environment. This discussion includes the exploration of educational options within a referring school district.
2. Staff is available to visit other programs to observe and assess the appropriateness of the placement and to gain information that will guide the recommendations.
3. Once the placement has been identified, staff from the new program may be invited to observe the student in the current placement at the Riverside School.
4. School staff will be available to accompany the transitioning student into the new program for a predetermined number of days as the student adjusts to his/her new placement.
5. Follow up phone calls are made after the transition.
6. Consultation will be offered on an as needed basis.

Transition to Adulthood

Transitions to adult services will include similar supports as families identify appropriate services for their adult child. When a child reaches the age of 18, a 688 referral may be made if deemed appropriate by the TEAM. The school staff maintains regular contact with the family to help them understand the options available as their child approaches adulthood.

Contractual Obligations

The Riverside School shall inform in writing any party, other than a local school district, responsible for placement of a student that said party is financially responsible for any costs incurred as a result of any placement not made pursuant to the requirements of 603 CMR 28.00. Parents and students will be financially responsible for any damage to property caused by student. Additionally, services which exceed the school districts obligation and/or approval will be the responsibility of parents. Parents will be fully informed prior to the delivery of services.

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Riverside School Sample Schedule

Riverside School					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Goals/Check in	Goals/Check in	Goals/Check in	Goals/Check in	Goals/Check in
9:15-9:30	Settle In/ Game	Settle In/ Game	Settle In/ Game	Settle In/ Game	Settle In/ Game
9:30-10:15	Teatime	Thematic Project	Math	Math	Real Life Math
10:15-11:00	The Weekend	Coping With Conflict	Family Matters	Symptom Survival	Survey Says (Health 1x/month)
11:00-11:15	Game Break	Game Break	Game Break	Game Break	Game Break
11:15-12:00	Math	Thematic Project	ELA	ELA	Let's Make This Place Shine!
12:00 – 12:30	School Lunch	School Lunch	School Lunch	School Lunch	School Lunch
12:30 – 1:15	Let's Taco Bout It!	FITNESS 12:45-2:15	Slay Every Day	Let's Regulate	STEAM
1:15 – 2:00	Science		Science	Science	Art
2:00 - 2:45	History		Chill Out 2:15-3	History	Current Events
2:45-3:00	Check Out	Check Out	Check Out	Check Out	Check Out
3:00-3:15	Study/Social Skills	Study/Social Skills	Study/Social Skills	Study/Social Skills	Study/Social Skills

Riverside Life Skills-Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Goals	Goals	Goals	Goals	Goals
9:15-10:15	Jump Start	Jump Start	Jump Start	Jump Start	Jump Start
10:15-11:00	The Weekend	Coping with Conflict	Family Matters	Symptom Survival	Survey Says
11:00-12:00	Study Hall	Study Hall	Study Hall	Study Hall	Let's make this place shine!
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:15	Let's Taco about it!	Fitness	Slay Every Day!	Let's Regulate	STEAM
1:15 – 2:00	Study Hall		Study Hall	Study Hall	TV Time
2:00 - 2:45	Treat Yo'Self	Chill Out	Express Yourself	Healing Through Nature	Community Meeting
2:45-3:00	Check Out Milieu	Check Out Milieu	Check Out Milieu	Check Out Milieu	Check Out Milieu

Riverside School Calendar 2023-2023

AUG/SEPT '23						
S	M	T	W	Th	F	S
	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/4 Labor Day-No School
9/6 Half Day-Students Leave at 1:15PM

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/6 Half Day-Students leave at 1:15PM

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/4 Half Day-Students leave at 1:15
10/6 Progress Report 1
10/9 Indigenous People Day-No School

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/3 Half Day-Students leave at 1:15PM
4/5 Progress Report 3
4/15-4/19 April Break-No School (unless makeup snow days)

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11/1 Half Day-Students leave at 1:15PM
11/10 Veteran's Day-No School
11/17 End of Term 1

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/1 Half Day-Students leave at 1:15PM
5/22 End of Term 3
5/27 Memorial Day-No School

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12/6 Half Day-Students leave at 1:15PM
12/25-1/2 Early Winter Break-No School

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6/5 Half Day-Students leave at 1:15
6/19 Juneteenth-No School

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1/1 Early Winter Break-No School
1/3 Half Day-Students leave at 1:15PM
1/9 Progress Report 2

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/1-7/5 July Break-No School
7/10 Progress Report 4

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

2/7 Half Day-Students leave at 1:15 PM
2/19-2/23 February Break-No School
2/26 End of Term 2

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/7 Half Day-Students leave at 1:15PM
8/16 End of Term 4
8/19-8/23 August Break-No School

April 15-19 will be makeup days for Snow Days

Attendance Policy

Students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student's personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track. We expect that students will make an effort to be on time to school every day.

We are committed to working as partners with families to instill in students' responsible habits that will facilitate their success in school. For this reason, we have an attendance policy, as follows:

Absence Limit

The Riverside school has established the following absence limit **per term**:

- 15 absences in total

All absences from school will accrue toward the absence limit, **with the following exceptions**:

- Observance of religious holidays
- Absence excused by an administrator or clinician
- Doctor's visits including, but not limited to: PCP, dentist, ophthalmologist, therapist, psychiatrist (these absences will require a note from the doctor)
- Family emergency, hospitalization, or prolonged illness
- Bereavement

Grade of Incomplete

If a student reaches or exceeds the absence limit due to the exception(s) listed above, a grade of Incomplete ("I") will be assigned to signify temporary deferment of a regular final letter grade. It is used sparingly in compelling situations when a student is not able to complete work in the course by the end of the term due to extenuating circumstances beyond the ability of the student to predict and control. The student will be required to complete makeup coursework within a teacher-assigned timeframe before a permanent grade is given. Assignment of an incomplete grade presumes both that the student will be able to complete the coursework in the time frame established and that the instructor will be able to review the completed work within that timeframe.

Grade of Not Passing

If a student reaches or exceeds the absence limit due to unexcused absences, a grade of Not Passing ("NP") will be assigned to signify permanent deferment of a regular final letter grade. The student will be required to repeat term courses during the next term period.

Notifying the School of Absences

If a student is going to be absent for a portion or for the entirety of the day, either an electronic note or phone call will be required by a parent/guardian to notify the school of the student's inability to attend school that day.

Notifying the School of Tardiness

If a student is going to be tardy, either an electronic note or phone call will be required by a parent/guardian to notify the school of the student's delayed attendance to school that day.

Grading Policy

At the beginning of each class, teachers will provide course expectations and grading criterion explaining how grades are determined. Copies of the course expectations are kept on file and are available to parents/guardians upon request.

Progress Reports (Mid-Term)

Progress Report dates for the 2023-2024 academic school year as follows:

Term 1 – **October 6, 2023**

Term 2 – **January 9, 2024**

Term 3 – **April 5, 2024**

Term 4 – **July 7, 2024**

Report Cards (End of Term)

Report Card dates for the 2023-2024 academic school year are as follows:

Term 1 – **November 17, 2023**

Term 2 – **February 26, 2024**

Term 3 – **May 22, 2024**

Term 4 – **August 16, 2024**

Graduation Requirements

Students are responsible for taking the courses required to meet the graduation requirements as indicated by their sending public school district and the Department of Elementary and Secondary Education. Individual requirements charts are kept on file in the Program of Studies binder and are available to parents/guardians upon request.

Letter/Numerical Grading Scale

A+	97-100	D+	67-69
A	93-96	D	63-66
A-	90-92	D-	60-62
B+	87-89	F	Failing (<60)
B	83-86	I	Incomplete
B-	80-82	NP	Not Passing
C+	77-79	P	Passing
C	73-76		
C-	70-72		

2023–24 Initial Statewide Testing Schedule

November 2023 MCAS ELA and Mathematics Retests

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> • ELA Session 1: November 8 • ELA Session 2: November 9
Mathematics	<ul style="list-style-type: none"> • Mathematics Session 1: November 14 • Mathematics Session 2: November 15

February 2024 MCAS Biology and Introductory Physics Tests

Subject Area	Prescribed Test Administration Dates
Biology	<ul style="list-style-type: none"> • Biology Session 1: February 6 • Biology Session 2: February 7
Introductory Physics	<ul style="list-style-type: none"> • Introductory Physics Sess. 1: February 6 • Introductory Physics Sess. 2: February 7

March 2024 MCAS ELA and Mathematics Retests

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> • ELA Session 1: March 4 • ELA Session 2: March 6 <p><i>Schools may not use March 5 for administering ELA Session 2.</i></p>
Mathematics	<ul style="list-style-type: none"> • Mathematics Session 1: March 7 • Mathematics Session 2: March 8

Spring 2024 MCAS Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE

Subject Area	Test Administration Window
ELA	<p>March 25–April 26</p> <p><i>Note that ELA will be administered earlier than Mathematics and STE.</i></p>
Mathematics	<p>April 23–May 24</p> <p><i>Note that unlike in previous years, the Mathematics window will begin on the same day as STE.</i></p>
STE	April 23–May 24

Spring 2024 MCAS Grade 10 Tests

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> • ELA Session 1: March 26 • ELA Session 2: March 27
Mathematics	<ul style="list-style-type: none"> • Mathematics Session 1: May 14 • Mathematics Session 2: May 15

Spring 2024 MCAS High School STE Tests

Subject Area	Prescribed Test Administration Dates
Biology	<ul style="list-style-type: none">• Biology Session 1: June 4• Biology Session 2: June 5
Introductory Physics	<ul style="list-style-type: none">• Introductory Physics Sess. 1: June 4• Introductory Physics Sess. 2: June 5

2024 ACCESS for ELLs

Grades K–12 CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test remains paper-based.)	
ACCESS for ELLs	January 4–February 9 (tentative)

2024 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School	
MCAS-Alt submission deadline	March 29

Course Descriptions

All students' academic classes will focus on each year's grade specific standards. To advance through the grades, students are expected to meet the grade specific standards set forth by the Department of Elementary and Secondary Education.

These state specific standards can be found here:

[Current Curriculum Frameworks - Massachusetts Department of Elementary and Secondary Education](#)

All academic classes will adhere to the students sending district as it relates to credit and subject hours necessary to advance toward graduation.

Topic areas covered can include but are not limited to:

English Language Arts & Literacy:	Mathematics:	History & Social Sciences:	Science, Technology & Engineering:
(Grade 6) concepts related to grade level literature and informational texts; comprehension; writing; speaking; listening and overall language	(Grade 6) concepts related to ratios and proportional relationships; the number system; expressions and equations; geometry; statistics and probability.	World Geography and Ancient Civilizations (Grade 6) as it relates to: Complex societies past & present; human origins; Neolithic/Paleolithic eras; Middle East; North/Sub-Saharan Africa; Central America; the Caribbean and South America	Structure and Function (Grade 6) as it relates to: Earth & Space; Life Science; Physical Science; Technology & Engineering
(Grade 7) concepts related to grade level literature and informational texts; comprehension; writing; speaking; listening and overall language	(Grade 7) concepts related to ratios and proportional relationships; the number system; expressions and equations; geometry; statistics and probability.	World Geography and Ancient Civilizations (Grade 7) as it relates to: Central and South Asia; East Asia; Southeast Asia; Europe	Systems and Cycles (Grade 7) as it relates to: Earth & Space; Life Science; Physical Science; Technology & Engineering
(Grade 8) concepts related to grade level literature and informational texts; comprehension; writing; speaking; listening and overall language	(Grade 8) concepts related to the number system; expressions and equations; functions; geometry; statistics and probability.	U.S. & Massachusetts Government and Civic life (Grade 8) as it relates to: Foundations of U.S. political system; development of government; institutions of government; rights and	Cause and Effect (Grade 8) as it relates to: Earth & Space; Life Science; Physical Science; Technology & Engineering

		responsibilities; constitution; amendments; supreme court; structure of state/local government; freedom of press and news media	
(Grade 9) concepts related to grade level literature and informational texts; comprehension; writing, speaking; listening and overall language	Number & Quantity (High School) as it relates to: The real number system; quantities; the complex number system; and vector and matrix quantities.	United States History 1 (High School) as it relates to: Origins of the Revolution & Constitution; Democratization and expansion; economic growth in North, South & West; social, political & religious change; Civil war; Reconstruction; rebuilding; immigration; industry; progressivism; WWI	Earth and Space Science (High School) as it relates to: Earth's place in the universe; systems; human activity
(Grade 10) concepts related to grade level literature and informational texts; comprehension; writing; speaking; listening and overall language	Algebra (High School) as it relates to: Seeing structure in expressions; arithmetic with polynomials & rational expressions; creating equations; reasoning with equations and inequalities	United States History II (High School) as it relates to: Role of economics in modern U.S. history; ideologies; economies; defending democracy; fascism; communism; Cold war; Civil rights; U.S. & globalization	Biology (High School) as it relates to Molecules to organisms; ecosystems; heredity; biological evolution
(Grade 11) concepts related to grade level literature and informational texts; comprehension; writing, speaking; listening and overall language	Functions (High School) as it relates to: Interpreting & building functions; linear, quadratic and exponential models; trigonometric functions	World History I (High School) as it relates to: interactions among regions of world; development/diffusions of religions 500 BCE-1200 CE; interactions of kingdoms/empires 1000-1500 CE; philosophy, arts, science, technology 1200-1700 CE; global exploration, conquest and colonization 1492-1800 CE; philosophies of government 1500-1800 CE	Chemistry (High School) as it relates to: Science & Engineering practices; matter and interactions; motion & stability; energy
(Grade 12) concepts related to grade level literature and informational texts;	Modeling (High School) as it relates to: Formulating, validating,	World History II (High School) as it relates to: power, political revolutions, growth of nations 1700-	Physics (High School) as it relates to: Motion & stability;

comprehension; writing, speaking; listening and overall language	computing and interpreting mathematical problems	1900; agricultural & industrial revolutions 1750-1900; effects of 19 th century imperialism; the great wars; the cold war; globalization; politics of difference	energy; waves and their application
	Geometry (High School) as it relates to: Congruence; similarity; right triangles; trigonometry; circles; expressing geometric properties with equations; geometric measurement and dimension; modeling with geometry	Elective: United State Government and Politics (high school) as it relates to: Foundations of government; purposes, principles and institutions; civil rights, human rights & civil liberties; political parties, policy and interest groups; relationship between U.S. and world affairs	Technology/Engineering (High School) as it relates to: Engineering design; materials; tools and manufacturing; tech systems; energy and power technologies
	Statistics and Probability (High School) as it relates to: Interpreting categorical and quantitative data; making inferences and justifying conclusions; conditional probability; rules of probability; using probability to make decisions.	Elective: Economics (High School) as it relates to: Scarcity, economic reasoning, supply and demand; market structure; role of government; economic performance; money & financial institutions; trade	
		Elective: Personal Financial Literacy (High School) as it relates to: Earning and spending; saving money, credit & investments; protecting & insuring	
		Elective: News/Media (High School) as it relates to: Freedom of the press; history of journalism; challenges of news/media in society; analyzing news & media; gathering and reporting info using digital media	

Cognitive Behavioral Therapy and Dialectical Therapy Groups

Coping with Conflict: A CBT based group that helps teens connect thoughts, feelings, and behaviors and develop appropriate skills to manage them.

Stress Less: A DBT based group where teens discuss their levels of stress and identify positive ways of managing stress, including using and discussing stress management and relaxation exercises and various coping strategies.

Y-CBT: A CBT based group combined with Kundalini yoga, which focuses on mindfulness and meditation to cope with anxiety, depression, and anger management. Teens learn how to self-regulate with deep breathing techniques and changing thinking patterns to perceive themselves more positively.

Wise Minded Music: A DBT based group combined with Music Therapy approaches where teens identify strengths and push their own personal boundaries to build distress tolerance skills and mindfulness.

CBT & Me: A CBT skills-based group providing psychoeducation about the relationship between emotions, behavior, and thoughts. Through discussion and activities, clients used learned skills and insight to identify ways to cope using CBT that is specific to their preferences and needs.

New Directions: Small group for teens who are engaging in self-harm; youth learn CBT and DBT skills, explore distraction techniques, and use psychoeducation to learn how to speak with their providers.

MemEmotion: A CBT and DBT based group using memes to help clients identify emotions. Youth learn about various cognitive distortions and utilize thought records to work through automatic negative thoughts and behaviors.

Mindfulness: A mindfulness-based skills group where teens are introduced to the concept of mindfulness and meditation. Each week they will learn how to manage stress using mindfulness-based coping skills. Every group combines psychoeducation around mindfulness or DBT topic, as well as practicing a live meditation together.

Emotion Management Groups

Family Matters: This discussion-based group focuses on family functioning, dynamics, and relationships, including strength of and stressors on health functioning and how dynamics change during adolescence.

Symptom Survival: In this process group, teens are encouraged to share their personal experiences with the symptoms of their diagnoses. With an emphasis on mutual aid and psychoeducation, teens learn to support each other and themselves while navigating the complexity of mental health.

Teen Meets World: A discussion-based group that focuses on various experiences related to being a teenager, including navigating friendships, family dynamics, social media, loneliness, and other adolescent-specific topics. Group members process their own experiences while also providing support and guidance to their peers.

Art of Healing: This group focuses on experiences of grief and loss in families, peer groups, and communities. Teens also explore loss that may be experienced with mental illness, including loss of skills, relationships, and interests.

The Weekend: This group, offered Mondays, focuses on reflections from the weekend. It is a time to share positive experiences and process difficult times over the weekend. This group offers teens the opportunity to reflect, support and challenge peers, and examine decision making and coping skills.

Social Skill Building Groups

STEAMwork: S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) develops a set of thinking, reasoning, teamwork, investigative and creative skills that teens can use in all areas of their lives. In STEAM lessons, youth use problem solving and team building skills to address social, economic, and environmental problems. We also include focus groups relating to STEAM, including **Lab Partners** and **Research Squad**.

Community Meeting: This group is dedicated to fostering a sense of community. Teens collectively process the previous week, address related challenges, and explore upcoming events and expectations.

Coffee Talk: This skill-based group focuses on building the social skills and pragmatic language skills required to form and maintain positive interpersonal relationships.

F·R·I·E·N·D·S: A relationship skills group where teens watch and reflect on socialization through episodes of Friends. The group emphasizes interpersonal themes, including the needs, dynamics, and emotions commonly experiences when navigating relationships with friends, partners, and family.
Branch Out: This group is an outdoor, activity-based group where teens work together as a team to complete challenges and solve problems. Youth will build confidence as they learn how to work effectively with peers.
What’s Love Go To Do With It?: A relationship group that focuses on healthy relationships with self, peers, and in the community. Topics such as boundaries, communication, levels of friendship, and types of live will be explored through discussion and activities using music, art, and other media.
Relationship Goals: Through a combination of journaling and discussion, this group focuses on identifying characteristics of healthy interpersonal relationships. Guided by journal prompts, clients engage in self-exploration of personal boundaries, patterns, and behaviors within dating, familial, and peer relationships.
Squad/Dream Team: This activity-based group focuses on building problem-solving and social skills while teens practice working effectively as a group with cooperation, teamwork, and positive social interactions.
Out of the Box: This group encourages social interactions through open-ended discussions about social issues.
Jump Start: In this group, teens are involved in different activities to develop social and executive functioning skills; activities include games, goal setting and organizing the day.

Expressive Therapy Groups
Express Yourself: In this expressive therapy group teens practice self-expression and explore new ways to cope through creative activities, including multimedia art, music, creative writing, and sensory activities.
Moods and Media: In this group, teens observe examples drawn from various media sources to develop analytical skills related to increasing awareness and perspective around topics of self-image, violence, advertising, bullying, peer pressure, and relationship building.
Craft Wars: In this group, teens participate in team-oriented crafts and activities designed to foster collaboration and creative expression.
Survey Says: A self-regulation group in which teens help to design questions around topics of interest in order to build active listening skills and learn about peer interests.
Art and Soul: This expressive therapy group integrates evidence-based psychotherapy approaches and allows teens to explore the practice of art-making as a meant of expressing emotions, gaining insight, and increasing self-awareness.

Health and Wellness Groups
Health Living: This group focuses on education and discussion around health issues, nutrition, physical fitness, and other teen topics. Groups focus on promoting health lifestyle.
Boys/Girls/Gender Bender Group: This group allows teens to address concerns and normalize experiences specific to their gender identity.
It’s Time to Regulate: An Occupational Therapy group that provides an interactive overview of the senses and offer opportunities for thoughtful application of sensory input to encourage an individualized approach to selecting calming and alerting sensory-based coping strategies.
Fitness: This group focuses on activities specifically designed to promote health and exercise. Connections are made to a healthy life, stress relief, and community.

Growth and Development Groups
Mission Possible: This group focuses on basic life skills necessary for successful transitions into the community. Topics may include cooking, planning, budgeting, prioritizing, job skills, community resources, and independent living.
Study Hall: This group is designed for teens to complete assignments provided by their schools.
Current Events: In this group, teens work collaboratively to discuss and process recent current events and world news. Through discussions within the group setting, youth learn how to respectfully share their views and receive feedback.

<p>Treat Yo’self: In this discussion and activity-based group teens discuss the importance of self-care and engage in activities that foster this skill set to assist with their symptom management.</p>
<p>Body Image: This group focuses on providing teens a safe space to discuss the impact of societal beauty ideals and change the narrative from body-shaming to body-positive.</p>
<p>I’m Worth It: The goal of this skills-based group is to enhance self-esteem and self-compassion. Groups will encourage clients to identify personal competencies and strengths, practice using positive affirmations in helpful ways, and learn how media messages impact the way we view ourselves.</p>
<p>TikTalk: This groups focuses on the positive and negative impacts of social media in the modern age. Groups will encourage clients to examine their own relationships with various forms of social media, exchange ideas through open discussion, and explore topics related to social media such as free speech and privacy, influencer culture, beauty standards, mental health awareness, and social justice advocacy.</p>
<p>Adulthood: This group focuses on the transition from adolescence to adulthood, Group members will participate discussions and activities about various life changes after high school. They will also receive coaching on how to accomplish tasks such as filling out college and job applications.</p>
<p>Slay Every Day: This discussion and activity-based group focuses on identifying the importance of self-esteem and building skills to develop health self-esteem. Through this group, clients are able to recognize how self-esteem impacts their behavior and decision-making. Clients create their own self-affirmation jar and utilize time in group each week to reflect on their strengths, goals, and areas for growth related to self-esteem.</p>
<p>Ask Alli: This discussion-based group utilizes sharing of lived experience between clients and peer mento to promote empowerment and personal wellness. Clients anonymously submit questions and topics for discussion related to navigating mental health challenges and other obstacles in adolescence and young adulthood.</p>
<p>IdentiTea: A discussion and activity-based group that aids clients in developing a sense of self and identity in relation to themselves, relationships, community belonging, and their advocacy towards other communities.</p>
<p>Creatively Me: A discussion and activity-based group with a purpose of exploring identity in adolescence using ingenious and imaginative ways. The group will uncover limitless ways to manifest creativity unique to each individual while building confidence in their own self-discovery.</p>
<p>Restoration Exploration: This group focuses on the importance of prioritizing self-care in order to engage presently in daily life and improve self-esteem. Group members will participate in activities and reflections that explore different restorative-care practices.</p>
<p>Life Hacks: A psychoeducation and activity-based group led by the Peer Mentor who uses lived experience to create a space where clients can learn and engage in skills related to tasks of everyday living.</p>
<p>20/20 Vision: An activity and discussion-based group about finding one’s identity in adolescence. This group takes a strength-based approach and is designed to increase one’s self-confidence and self-awareness by exploring identity as it relates to personal and social identity, self-esteem, and stigma.</p>
<p>Good Samaritan: A discussion and activity-based group that challenges adolescence to examine their role and responsibilities in their respective communities. Each week students demonstrate their understanding by setting positive intentions as well as discussing good deeds. In addition, on alternating weeks students engage in self-development topics with associated activities or participate in a community service project.</p>

Riverside School-Anti-Hazing Policy

In accordance with Massachusetts General Laws, the Riverside School holds that no student, employee or school organization under the control of Riverside Community Care shall engage in any activity/action of hazing on or off school property, or at school sanctioned events. Additionally, this policy will apply to all school organized/sanctioned events regardless of location.

M.G.L. c. [269, sec. 17](#) defines hazing as:

any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Any student or staff member who observes any act of hazing towards another student/staff member should report such information immediately to the Program Director or Assistant Program Director. The information should include the time, date, location, names of identifiable participants and the behaviors observed. All students and employees of the Riverside School are obligated by law to report all incidents of hazing to the Program Director and local police department.

Any student/s who are present at a hazing has the obligation to report such an incident to the Program Director. Failure to report may result in disciplinary action by the Riverside School including a re-entry meeting and up to three days suspension.

Any student/s who is an active participant in the hazing of another person may, upon approval of the Program Director, be suspended for up to five school days and must participate in a re-entry meeting as outlined in the policies and procedures.

Any student/s who are found to have been the organizer of a hazing event may be recommended for termination from the Riverside School following a meeting with necessary school personnel, parents and sending school district.

In any and all cases relating to hazing, students will receive procedural due process.

Pursuant to M.G.L. c. [269, sec. 17](#), "Whoever is a principal organizer or participant in the crime of hazing, as defined above, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

Pursuant to M.G.L. c. [269, sec. 18](#), "whoever knows that another person is the victim of hazing as defined above, and is at the scene of such crime, shall to the extent that such a person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars."

LEGAL REF.: M.G.L. [269:17](#), [18](#), [19](#)

Community Expectations at Riverside School

Attendance

Students are expected to attend program every day.

It is important that students attend program every day to benefit from the program and to work on their individual goals. Any excused absences should be reported to the Primary Clinician or Program Director, either prior to the absence or that morning.

Confidentiality

Students are expected to maintain the confidentiality of their peers.

In order to create a safe and healthy therapeutic environment, all students agree to keep the confidentiality of their peers. Students may not discuss the experiences of peers or discussions from program outside of program. Additionally, what happens in group, stays in group, and should not be discussed elsewhere.

Contact with Peers Outside of the Program

Outside contact with enrolled peers is prohibited.

In order maintain an optimum therapeutic environment, all enrolled students in Riverside School are prohibited from any contact with other enrolled students outside of program hours. Prohibited contact includes but is not limited to in-person socializing, text messaging, phone calls, all social media contact, and all online gaming platforms.

Enrolled students are prohibited from exchanging contact information until they discharge, including cell phone numbers, emails, and all social media, gaming site, and online usernames. When students discharge, their peers have the opportunity to provide them with their contact information.

Cell Phone/Smart Watch Use

Cell phone and Smart Watch use is not allowed in program.

Although students may bring phones and/or Smart Watches to program, use of these devices is prohibited during the program day. Students must turn off cell phones, watches and smart devices and store them out of sight for the day. Students will be asked to place cell phones and smart watches in an agreed upon designated space. In the case of an emergency, or therapeutic necessity, students will be provided use of the phones with staff observation.

Use of appropriate language

All students, parents and staff are expected to use respectful and appropriate language.

Maintaining a safe and healthy environment is crucial to the community at Riverside School. Appropriate language must always be used. Language should be respectful to all members of the group and community. Hate speech and hateful actions will not be tolerated.

Discussion with Peers

Staff must always be able to hear all conversations.

Staff must be able to hear conversations at all times and side conversations among enrolled students are not allowed. It is important that we maintain confidentiality for everyone, therefore it is expected that previously enrolled students are not brought up in conversation after they are discharged. There is also no talking about others that are not present in the discussion. If there is a need to talk about someone in one's personal life in group, a pseudonym may be used for context.

Maintaining Healthy Boundaries

Healthy boundaries are expected, both physically and verbally.

We are a no touch program, and we always give each other ample personal space. Additionally, conversations should be kept respectful and positive for all parties involved.

Refocusing Time

Students may take space to refocus as a coping strategy.

Time to refocus can be an effective coping strategy when experiencing difficult emotions. We encourage students to seek out staff to request time to refocus when needed. Staff may encourage students to take time away from group or class to refocus due to either disruptive behaviors or difficult emotions. Students may be asked to process with staff before returning to activities.

Other Coping Strategies

Students will learn and utilize coping tools in program.

Students explore and engage in healthy coping strategies in group and with their individual clinicians. Students may request assistance identifying and engaging in coping skills as needed.

Break Time

Break time activities include appropriate peer socializing and using relaxation techniques.

During scheduled breaks students are encouraged to engage in constructive activities, such as appropriate conversation with peers and staff, cooperative games, or relaxation techniques.

Environment

All community members are expected to treat the environment with respect.

We treat our environment with respect. Feet are not to be on furniture, including chairs, tables, and couches in the community space. It is also expected that students do not put their heads down on the tables, including the kitchen and group room table. In order to keep the space clean, eating and drinking are allowed in the kitchen area and only during scheduled snack times, lunch time, or as a planned activity (water is available at all times).

Computer and Tablet Use

Technology use must be appropriate and is monitored at all times.

Laptops are provided for academic use if needed. Students may bring in their own computer or tablet to complete schoolwork during class time. Technology use will be monitored by staff. If students are unable to use devices appropriately, they will not be allowed to bring or use them in program.

Lunch

Students are expected to bring and eat their lunch daily.

Students are required to bring their own lunch to program. In order to maintain a fair and friendly environment, sharing food at lunch is not allowed unless it is planned with a staff member. Students are expected to eat lunch at their scheduled time and those unable to do so will be encouraged to meet with staff to discuss concerns.

Dress Code at Riverside School

Dress Code Philosophy

Riverside School's dress code supports equitable therapeutic access and is written in a manner that does not reinforce stereotypes. To ensure its effective and equitable enforcement, staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code Basic Principle

Certain body parts must be covered for all people at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque (not see through) fabric.

Students Must Wear

- A Shirt (must meet the top of your pants), AND
- Pants/jeans or the equivalent skirt, sweatpants, leggings, a dress, or shorts (with fabric in the front, back, and on the sides), AND
- Shoes.

Students May Wear

- Hats and other headwear may be worn if they allow the face to be visible and do not interfere with the line of sight to any youth or staff.
- Hoodies may be worn with the hood up if the youth's face and ears are visible to staff.
- Fitted clothing
- Pajamas
- Ripped jeans/pants, as long as underwear and buttocks are not exposed
- Tank tops
- Crop tops as long as they meet the top of your pants
- Athletic attire

Students Cannot Wear

- Images or language depicting or suggesting violence or weaponry
- Images or language depicting or suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity)
- Bullet proof vest, body armor, tactical gear, or facsimile
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps allowed)
- Swimsuits
- Undergarments worn as clothing (e.g., bralettes)
- Clothing that only covers undergarments
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance or safety precaution due to illness/medical reason).

Field Trip Policy 2023-2024

INTRODUCTION

School-sponsored field trips are a vital supplement to a student's educational and school experience. The purpose of the Riverside Schools Field Trip Guidelines and protocol is to assist all parties in planning and implementing trips in a way that ensures a safe and positive experience for all involved. All trips will be well thought out and planned in a way that benefits each student and the educational goals at large.

All requests for field trips will be discussed between school staff and the Program Director. Overall, trips should be an extension of our academic and instructional goals and should be directly related to the curriculum.

Specific guidelines and appropriate administrative procedures have been developed to evaluate field trips to ensure all necessary steps are taken to ensure safety for all participants.

The Riverside School has established the following Guidelines and Protocols to ensure that:

1. All students have parent/guardian permission slips for trips.
2. All trips are properly supervised by Riverside School Staff
3. All safety precautions are taken into account and observed, both before and during the trip
4. All trips reflect and contribute to academic goals.
5. All trips consider both the academic and clinical needs of the students.

Students and staff are expected to follow all of the Riverside school's policies, procedures and expectations while participating in school sponsored field trips. Field trip participants must be currently enrolled students to be chaperoned by Riverside School staff.

TYPES OF TRIPS

Day Field Trip: an academic trip that occurs during regular school hours. This off-campus trip is planned and organized as part of the class academic curriculum. Full class participation is encouraged unless otherwise specified by students' treatment team based on clinical or safety concerns. Provision for a comparable academic experience during the school day will be provided for students unable to attend.

FIELD TRIP APPROVAL CRITERIA

School staff will work closely with the Program Director and Assistant Program Director in the selection and planning of appropriate field trips:

A.

1. **Field trips that are relevant and extend the knowledge pertaining to a specific curriculum unit or topic.**
These field trips include a focused visit to locations such as: museums, theatres, historical locations, government buildings, nature preserves, etc.
2. **Field trips that enhance the general curriculum goals**
These field trips help to enrich the general curriculum and may be applicable to a variety of units and topic across the academic year. These may include but are not limited to government buildings, cultural festivals/museums, tours of historic sites, zoo/animal habitats, state parks, municipal buildings, etc.
3. **Field trips that culminate or celebrate student work/milestones/positive group incentives.**

These trips are meant to mark the completion of a school year or school related event and/or celebrate a positive group accomplishment. These trips may include, but are not limited to the zoo, the park, restaurants, movie theater, live show/performance, aquarium, etc.

- B. Trips will be appropriate for all age groups involved
- C. Trips will be considered for reasonableness of location, cost, and time
- D. Trips will be planned with careful consideration of all student safety needs. This includes working closely with clinicians to ensure the overall well-being of each student, as well as the presence of enough Riverside school staff as chaperones. All chaperones/staff will be required to complete a CORI background check to be kept within their employee file at Riverside School.
- E. All plans and provisions are made for medical emergencies
- F. A middle or high school day field trip will utilize private transportation in automobiles driven by Riverside staff who have completed all driving requirements and the necessary criminal background checks as required by Riverside Community Care.
- G. Costs associated with curriculum related field trips will be the responsibility of Riverside School. Costs associated with culmination and celebratory field trips will be the responsibility of parent/guardian unless otherwise specified. All students are required to bring their own lunch and beverages on field trip days unless otherwise specified.
- H. Trips will not be scheduled during standardized testing periods or scheduled school-wide events.
- I. All students will be provided with consent for no later than 5 school days before a day field trip. All students must have a signed consent form to participate.

FIELD TRIP APPROVAL PROCESS

- School staff will meet with Program Director or Assistant Program Director to propose a trip.
- School staff and program director or assistant program director will follow the steps outlined in the field trip approval criteria to determine the applicability and appropriateness of the trip.
- Consent forms will be sent to parents/guardians no later than 5 days before the trip

REQUIRED CONSENTS

A. Parent/Guardian Consent

All students are required to obtain a signed parent/guardian consent form to participate in an off-campus field trip. If a student is over the age of 18 years, consent and release forms must be obtained from them.

CHAPERONES

A. STAFF SUPERVISION DURING FIELD TRIPS

The staff student ratio will be provided appropriate to the age/grade level of all students. All school programming, including field trips, will be supervised by Riverside staff in compliance with the Riverside Community Care policies and protocols. This includes, but is not limited to, the completion of a criminal background check and confidentiality agreement.

State Guidelines for number of supervising adults: (Riverside School will always have at least 2 adults present for any and all fieldtrips)

Middle School: 10 students to 1 adult

High School: 12 students to 1 adult

SAFETY AND MEDICAL GUIDELINES

To ensure the safety of all, if any student has a medical or allergy need, staff will consult with the school nurse regarding safety and management. Staff members will be trained by the nurse in all emergency procedures as necessary.

Additionally, staff will consult with student's clinicians to discuss any clinical supports needed and/or concerns regarding the appropriateness of any off-campus trips.

CANCELLATION OF FIELD TRIPS

The Program Director reserves the right to cancel any field trip right up to the time of departure.