

2017-2018

Riverside School

Parent/Student Handbook

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Riverside Mission Statement

We are here to make a difference in the lives of individuals, families, and communities by delivering compassionate, locally-based, integrated behavioral healthcare and human services.

- We believe that people possess the ability to grow and change and we are focused on providing high quality and responsive services in support of individual and collective goals.
- We believe quality care should be available to all who need it and we are outspoken and effective public policy advocates.
- We believe in the power of collaborative care and we work to form strong and effective partnerships with the people we serve, healthcare systems, educational institutions, and other public and private organizations.
- We believe that our workplace is vibrant because it is respectful, diverse, and encourages learning and innovation.

Excellence is the guiding principle in everything we do

School Mission

The Riverside School was established to meet the needs of student's with significant mental health issues that require a small supportive educational environment. Our mission is to provide a student centered education experience that fosters a culture of mutual respect and appreciation for learning. We provide students with a therapeutic milieu that supports academic achievement and personal growth, while providing ongoing consultation to students, families and other educational services in order to move students to a less restrictive environment. By providing a safe, supportive and structured educational setting, our students are able to:

- Reach academic benchmarks
- Develop coping skills
- Strengthen social and communication skills
- Integrate educational and stress reduction skills
- Build a sense of self in their community
- Identify transition goals and community supports
- Experience success in a supported therapeutic and academic environment

Welcome to the Riverside School,

The Riverside School is a Massachusetts approved chapter 766 private school that provides a therapeutic educational experience for students experiencing mental health issues and/or learning challenges. The program works closely with families and school systems to provide ongoing consultation and support in order that students successfully prepare for the least restrictive education setting.

The school provides services for students in grades 6-12. We operate on a 12 month schedule and provide a small highly structured and supportive educational setting with low student teacher ratios and a skilled clinical staff. We are a strength based program whose curricular goals are aligned with the Massachusetts Curriculum Frameworks and Common Core Curriculum. In addition to setting high educational standards we are committed to helping students improve their coping and social skills in order to maximize functioning within the home, school, and community. We are dedicated to helping each student experience success in a supportive academic environment.

The school provides student's access to a variety of therapeutic groups that are facilitated by master level clinical staff. Groups are based on standards of best practices, including DBT/CBT, psycho-social education, expressive therapies and pro-active social skill building, through a creative and engaging group process.

Enclosed in this packet you will find more detailed information regarding our school program. Should you have any further questions please feel free to contact me at the number listed below.

Sincerely,

Maryellen Pambookian, Ph.D.

Maryellen Pambookian, Ph.D.
Director, Riverside School
781-433-0672 (5632)
mpambookian@riversidecc.org

Administrative Organization

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

Below is a listing of school administrative and support service personnel.

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|---|--|
| Division Director for Educational Services: | Shannon Sorenson, LICSW |
| Program Director: | Maryellen Pambookian, Ph.D. |
| Special Education Teachers | Kirsten Toomey, M.Ed. Alicia Tagiarello, BA |
| Special Education Teaching Assistants | Shannon Menchin, BA Lara Clark, BA |
| Clinical Counselor: | Heather Percy, LICSW Katya Sivacek LCSW Jennifer Marin LCSW Echo Bein, MS |

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 in order for students to prepare for the least restrictive educational environment.

The Riverside school is a 766 approved school that serves students in grades 6-12 who present with acute anxiety and depression as well as other mental health and educational needs. The program boasts a low staff to student ratio with highly skilled educational and clinical professionals. 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

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.

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.
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;

Community Trips

The use of community trips to support the curriculum is encouraged. This offers our students an opportunity to practice skills in a practical setting and to expand and generalize learned social and coping skills across all areas. Students leave the school only on supervised and previously approved trips.

Use of Telephone and Cell Phones

The school has guidelines regarding telephone calls to staff and students and the use of cell phones 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. Students may not use cell phones during school hours. Cell phones should be turned in upon arrival at school.

Attendance and Dismissal Policy

Attendance in school is essential to the successful complete 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**. 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.

Meals

Students are required to bring their lunch and any snack items from home. The School is equipped with a refrigerator, microwave, and stove that are available for use during lunch break. We encourage students to bring healthy foods and to eat a well-balanced diet. Caffeine products are not allowed. If you qualify for free or reduced lunch please let the director know and we can discuss planning

Smoking

Public law requires that smoking 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 policy. Violation of this policy may lead to suspension from the school program. Repeated violations may lead to discharge from the program.

Personal Vehicles

Due to very limited available parking, students are asked not to drive personal vehicles to school. Should it be necessary to routinely bring your vehicle to school, you will be required to obtain permission from the Program Director. Written parental permission will be required for you to leave the school program during operating hours. Students may not leave grounds without prior approval.

School Calendar

The Riverside School operates for 226 days per year. An academic calendar will be published yearly on a September through August schedule.

Credits

The Riverside School works closely with the sending school district to make sure that students stay on track with graduation requirements. The School does provide transcripts, along with class descriptions to the sending school in order for the school to maintain accurate records and decisions around credit hours.

Dress Code

All students are expected to comply with the following standards for appropriate dress: Clothing should be clean and neat. The rule for shorts is that they should be no shorter than the tips of the fingers when hands are by the student's side. Tanks tops are not to be worn unless for a scheduled sporting event or outdoor activity. No revealing clothing is to be worn, including half or midi shirts. Clothing depicting or glorifying drugs, alcohol or violence are prohibited. Clothing with inappropriate or offensive language is prohibited.

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.

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 that 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 Preventing Student Violence:

All students meet weekly with their clinician as well as attend weekly group therapy to address concerns, discuss prevention of violence, human rights, and coping skills. Students participate in weekly community meetings – open forum discussions to discuss community concerns and violence prevention. Students are involved in monthly community trips and team building activities. In addition Riverside school will conduct Parent Advisory Groups

Methods for Preventing Self-Injurious behavior and Suicide:

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 a student is deemed at risk for self-injury or suicide a comprehensive safety plan is developed with the family and other community supports. Within the school community students are consistently monitored for safety and risk level. There are specific groups that directly discuss self-injury and suicide for students at high risk.

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 NAPI training (Non-Abusive Psychological and Physical Intervention), CPI (Nonviolent Crisis Intervention), Policies and Procedures, Behavioral Support/Discipline, Civil Rights and Human Rights, bully prevention as well as monthly staff 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 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 – (enrolment 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. Decision to participate in school incentives and activities is made by the Riverside team on an individual basis. During this time students and their family's 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 outline 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, using the 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 students 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 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 this time 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 - If a student is exhibiting unsafe behaviors such as lying, self-injurious behaviors, homicidal ideation, or general mental health difficulties that require close monitoring, they will be put on a safety alert. Students on Safety are to be within close proximity to staff at all times and all conversations with others will need to be closely monitored. The team will meet weekly or more if needed, to discuss progress, need for a behavioral plan or other interventions. Once a student is deemed to be in safe space the safety alert will be lifted with or without restrictions.

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 that incentive identified. Incentives may include social events, school 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 incentive 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 therapy sessions as needed.

Taking Space: 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 and involved behavioral difficulties 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.

Management of unacceptable behavior and minor disruptive behaviors:

When students are unable to adhere to the agreed upon code of conduct, staff will use reminders or redirection activities. If the behavior continues staff will employ limit setting techniques. This includes explaining

- Which behavior is inappropriate
- Why the behavior is inappropriate and
- Give reasonable choices with consequences
- Allow time
- Follow through with consequences if needed – taking space, use of coping strategies,

Time Out: If a student is unable to manage their behavior safely with assistance from staff, they may be asked to temporarily separate from the learning activity or classroom, either by choice or by direction from staff for the purpose of calming. This would include removal to a quiet, clean, safe, sanitary, and appropriate area for the purpose of calming and processing with their clinician or teacher. Students must be continuously observed and staff shall be with the student or immediately available to the student at all times Separation from program may be for up to 30 minutes. If time is to exceed 30 minutes, approval from the director or designee will need to be obtained. All separation from program time is documented and time out shall cease as soon as the student has calmed. Students are never to be left alone in a room or area from which they are physically prevented from leaving.

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. A behavioral plan may be developed at this meeting.

Management of physically disruptive behaviors (non-assaultive): If students are unable to manage disruptive behaviors 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.

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

- Aggressive/Assaultive behaviors
- Destruction of property
- Assaultive behaviors
- Threatening
- Harassment

- Substance use, including arriving to school under the influence
- Possession of a weapon

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 program modifications

Management of serious disruptive behaviors such as destruction, aggression:

The student should be separated from the rest of the school population. The student will meet with clinical staff and/or the director. 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. (Student's will not be denied access to state or district-wide assessments, meals or counseling or medical services)

Restrictions of Program Services

At the discretion of the Director of the school or designee, 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 to 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 to 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 to 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 to school policy ES 200.10.

Use of Physical Restraint: Physical restraint shall be used only in emergency situations of last resort, 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

Routines and Class Offerings

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

Students are expected to eat a healthy lunch daily. This is also a time to engage in structured and unstructured pro-social interactions and conversations with staff and peers.

Students may also participate in weekly scheduled Study Skills or Academic Support blocks designed to assist students with challenging material, learn and practice organizational strategies, and learn academic interventions 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, as well as make suggestions for activities or way to improve the school community. During this time a quick review of the next week will be presented.

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

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 such as Career Exploration, Critical thinking, Functional Living, and Computers.

In addition students will participate in daily Personal Development groups and/or Expressive Arts.

Federal and State Regulations

Parents are advised that the Riverside 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.

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 5 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

Equal Access:

Riverside School shall provide all students with equal access to services, facilities, activities and benefits regardless of race, color, gender, gender identity, religion, national origin, sexual orientation, disability or homelessness

Volunteers and Interns

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

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; and
- 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.

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; and

- 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.

Riverside School provides a supportive and therapeutic milieu 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, individual and family therapy; and
- Supporting opportunities for leadership within Riverside School, at home, and within the larger community.

Services

IEP Development/Planning

An individualized education plan (IEP) is developed for each student with the referring public school district. Goals are linked to the Massachusetts Curriculum Frameworks and reflect the standards set for each age group of students. Formal tools may be used to help determine appropriate goals.

Physical Education and Recreation

The school's physical education and recreation program is designed to develop healthy lifestyle habits. In addition to classroom instruction of physical education topics, Riverside School holds a membership with the Needham YMCA, which will provide students with weekly opportunities to explore the facility and 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.

Child Psychiatry

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

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.

Assistive Technology Devices/Services

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

Parent Involvement

Parents play an essential role in their child's academic and treatment program at the Riverside School. Weekly contact is made to ensure that parents are kept abreast of their child's progress and participation. Parents can expect to meet with 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.

Parent Consent

Personnel will obtain verbal and written authorization for any prescription medication self-administered to treat a physically ill child. Medications brought to school must have a physician's order. A parent consent form must be signed for approval for the student to administer his/her own medication, and medications must be delivered to the Nurse or Program Director in a clearly labeled prescription bottle

Transportation

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

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.

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.

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 includes, but is not limited to, Healthy Living Group, Team Building, Self-Esteem Group, Expressive Arts Groups, and Fitness Groups.

School Health Services

Riverside Community Care consults with a 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.

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 has access to and consultations with medical, psychiatric, mental health and social work professionals.

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 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 Board.

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

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.

Health Care

Physician and Nurse Consultation

Kathy Janssen, R.N. and Director of Quality Assurance will provide the consultation for healthcare needs of students enrolled at the Riverside Life Skills School.

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. 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. Such authorization shall be renewed annually.
2. Provided parent/guardian consent, OTC medications will administer to students as needed, including:
 - *Acetaminophen(Tylenol)*: 60 mg per year of age up to max of 650 mg for temperature over 100 degrees, for discomfort or to alleviate pain)
 - Advil
 - *Bacitracin*: for cuts and abrasions
 - *Cough drops*: for throat irritation
 - *Calamine Lotion*: to affected area as needed for poison ivy or itchy rash
 - *Hydrocortisone Cream*: 1% as needed for itchy rash
 - *Mylogel or Antacids (Tums)*: per instruction for heart burn or indigestion
 - *Sunscreen and bug spray*: for protection
3. Riverside School prohibits the administration of prescription medication to a student without the written order of the physician prescribing the medication to that student.
4. The school maintains written policies and procedures regarding prescription and administration of medication including authorization, repackaging, and staff training.
5. Any change in medication or dosage must be authorized by a new order from a physician.
6. 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.
7. 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.
8. The school shall dispose of or return to the parents any unused medication.

9. Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist.
10. Provision will be made for refrigeration of medications, when necessary.
11. The school shall specify the amount of medication to be kept on the premises at any one time for each student receiving medication.
12. A review of medications administered to a student shall be incorporated into all case reviews conducted at the school with staff regarding the student.

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 school 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 school 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, school nurse and parent/guardian, where appropriate, enter into an agreement, which specifies the conditions under which medication may be self-administered;
3. The school 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 school nurse who then deems self-administration safe and appropriate. The school nurse or designee shall observe self-administration of the medication;
5. The school 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 school nurse, the licensed prescriber provides a written order for self-administration;
7. Documentation of self-administration of medication is maintained;
8. The school 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 school 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 child 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

At 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, medication, 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.

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 diet. Each student brings a lunch from home and healthy snacks as needed. Fresh water is readily available. Caffeine intake is not permitted during program hours.
6. The school shall encourage students to eat a well-balanced diet, but no student shall be force fed or otherwise coerced to eat against his/her will except where medically prescribed.
 - a. Students with known eating disorders will require a special plan to discourage starvation, purging, binging, or other such behaviors at Riverside School.
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 provision 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 Life Skills 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, working with the responsible school district to discuss each student's transition needs are addressed annually at the IEP TEAM meetings and documented on the DESE Transition Planning Form

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 to their child as s/he approaches adulthood.

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.

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.

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 portion of the school day to celebrate their religious holiday. The Riverside School will not require students to practice religious rituals during school hours.

School Cancellations

The Riverside School will follow the same cancelation schedule as the Needham public schools. Make up days for snow cancelations will be determined by the Director. Parents/Guardians and sending schools will be notified.

Directory:

Shannon Sorenson, LICSW
VP of Child and Family Services, Riverside Educational Services
781-320-5320
ssorenson@riversidecc.org

Maryellen Pambookian, Ph.D.
Director, Educational Administrator
781-433-0672
mpambookian@riversidecc.org

Julie Wallace
Human Rights Officer
781-433-0672
jwallace@riversidecc.org

Riverside Emergency Services
800-294-4665
781-769-8674

APPENDIX

*Sample Class Schedule,
School Calendar,
Testing Schedule (MCAS, PARCC),
Class and Group Offerings,
Parent Letters,
Anti-Hazing Laws,*

Sample Class Schedule

| | Times | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| | 9:00-9:14 | Advisory/Goals | Advisory/Goals | Advisory/Goals | Advisory/Goals | Advisory/Goals |
| 1 | 9:16-10:14 | Biology | Biology | Biology | Biology | Current Events |
| 2 | 10:16-10:59 | The Weekend | ELA | World History II | Family Matters | Community Meeting |
| 3 | 11:01-11:59 | Algebra 1 | Algebra 1 | Algebra 1 | Algebra 1 | Algebra 1 |
| 4 | 12:01-12:29 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 5 | 12:31-1:14 | ELA | | Symptom Survival | World History II | Ladies Lounge/Guys Group |
| 6 | 1:16 - 1:59 | World History | Fitness/Health | ELA | ELA | ELA/Coffee Talk |
| 7 | 2:01 - 2:45 | Express Yourself | World History II | Coping with Conflict | Mixed Media | Biology |
| 8 | 2:47 - 3:00 | Daily Review | Daily review | Daily review | Daily review | Daily review |
| 9 | 3:02 - 3:15 | Study Skills and Homework Review | Study Skills and Homework Review | Study Skills and Homework Review | Study Skills and Homework Review | Study Skills and homework Review |

SEPTEMBER 17

| 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 |

1: Last day of summer break
 4: Labor Day
 5: 1st marking period begins

OCTOBER 17

| 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 | | | | |

9: Columbus Day

NOVEMBER 17

| 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 | | |

10: Veterans Day/ Teacher Planning
 23 - 24: Thanksgiving Break
 28: End of marking period
 29: 2nd marking period begins

DECEMBER 17

| 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 | | | | | | |

25-29; Winter Break

JANUARY 18

| 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: New Years
 15: Martin Luther King Day

FEBRUARY 18

| 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 | | | |

19: February Break

MARCH 18

| 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 |

2: End of marking period
 5: 3rd marking period begins

APRIL 18

| 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 | | | | | |

16: Spring Break (Snow Makeup days 17-23)

MAY 18

| 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 | | |

28: Memorial Day
 31: End of Marking period

JUNE 18

| 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 |

1: Beginning of 4th marking period

JULY 18

| 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 | | | | |

2-6; July Break

AUGUST 18

| 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 | |

24: Last day of School
 24: Last day for Seniors
 24: End of Marking period
 27-31: Summer Break

2017–2018 Statewide Testing Schedule

MCAS Grades 3–8 Tests, MCAS Alternate Assessment, and ACCESS

| | |
|---|----------------------|
| 2018 ACCESS for ELLS Test Grades K–12 | |
| ACCESS for ELLs test sessions | January 4–February 7 |
| 2018 MCAS Alternate Assessment (MCAS-Alt) Grades 3–12 | |
| Deadline for UPS pickup of portfolios | March 30 |
| Spring 2018 MCAS Tests for Elementary and Middle Schools Grades 3–8 ELA and Mathematics and Grades 5 and 8 STE | |
| ELA test sessions | April 2–May 4 |
| Mathematics test sessions | April 3–May 25 |
| STE test sessions | April 4–May 25 |

Notes:

- Check the [Department’s website](#) in early fall 2017 for updates to this schedule (there may be some slight adjustments to the dates), including test administration deadlines.
- The sequence for administering the spring 2017 MCAS tests must be as follows: ELA followed by Mathematics, followed by STE (for grades 5 and 8).
- Note that grades 4, 5, 7, and 8 tests in ELA, Mathematics, and STE are expected to be administered online. Schools may choose to administer either computer-based tests or paper-based tests for grades 3 and 6.



2017–2018 Statewide Testing Schedule and Administration Deadlines
MCAS High School Tests and Retests, MCAS Alternate Assessment,
MCAS/EPP Mathematics Test, and ACCESS for ELLs

| | | Date/Time¹ |
|---|---|-----------------------------------|
| November 2017 MCAS ELA and Mathematics Retests | | |
| <i>Before Testing</i> | Complete the Student Registration/Personal Needs Profile (SR/PNP) process | TBD |
| | Receive test materials | November 1 |
| | Complete Principal’s Certification of Proper Test Administration (PCPA; Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | November 1–6, 12:00 p.m. |
| | ELA Composition Sessions A and B | November 8 |
| <i>Test Administration²</i> | ELA Reading Comprehension Sessions 1 and 2 | November 9 |
| | ELA Reading Comprehension Session 3 | November 14 |
| | Mathematics Session 1 | November 15 |
| | Mathematics Session 2 | November 16 |
| | Last date for regular make-up testing | November 17 ³ |
| <i>After Testing</i> | Complete PCPA Schedule UPS pickup | November 20, 3:00 p.m. |
| | Deadline for UPS pickup | November 21 |
| 2018 ACCESS for ELLS Test | | |
| Grades K–12 | | |
| <i>Before Testing</i> | Order test materials | October 23–November 9 |
| | Receive test materials | January 2 |
| | Report packing discrepancies, if necessary Order additional materials, if necessary | January 2–31 |
| | ACCESS for ELLs test sessions | January 4–February 7 |
| <i>After Testing</i> | Schedule UPS pickup | February 8 |
| | Deadline for UPS pickup | February 9 |
| February 2018 High School MCAS Biology Test | | |
| <i>Before Testing</i> | Complete the SR/PNP process | TBD |
| | Receive test materials | January 29 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | January 29–February 1, 12:00 p.m. |
| | Biology Session 1 | February 5 |
| <i>Test Administration²</i> | Biology Session 2 | February 6 |
| | Last date for regular make-up testing | February 8 ⁵ |
| <i>After Testing</i> | Complete PCPA Schedule UPS pickup | February 9, 3:00 p.m. |
| | Deadline for UPS pickup | February 12 |

**2017–2018 Statewide Testing Schedule
and Administration Deadlines *continued***

| | | Date/Time ⁶ |
|--|--|---|
| March 2018 MCAS ELA and Mathematics Retests | | |
| <i>Before Testing</i> | Complete the Student Registration/Personal Needs Profile (SR/PNP) process ⁷ | TBD |
| | Receive test materials | February 14 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | February 14–26, 12:00 p.m. |
| <i>Test Administration</i> ⁸ | ELA Composition Sessions A and B | February 28 |
| | ELA Reading Comprehension Sessions 1 and 2 | March 1 |
| | ELA Reading Comprehension Session 3 | March 2 |
| | Mathematics Session 1 | March 5 |
| | Mathematics Session 2 | March 6 |
| | Last date for regular make-up testing | March 7 ⁹ |
| <i>After Testing</i> | Complete PCPA Schedule UPS pickup | March 8, 3:00 p.m. |
| | Deadline for UPS pickup | March 9 |
| | 2018 MCAS Alternate Assessment (MCAS-Alt) Grades 3–12 | |
| <i>Before Conducting the MCAS-Alt</i> | Order MCAS-Alt materials | January 8–19 |
| | Receive MCAS-Alt materials | Week of February 26 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | February 26–March 22, 12:00 p.m. ¹⁰ |
| <i>After Conducting the MCAS-Alt</i> | Complete PCPA Schedule UPS pickup | March 29, 3:00 p.m. |
| | Deadline for UPS pickup | March 30 |
| | March–April 2018 Grade 10 MCAS ELA Test | |
| <i>Before Testing</i> | Complete the SR/PNP process ⁷ | TBD |
| | Receive test materials | March 13 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | March 13–23, 12:00 p.m. (March 27–April 3: Order additional materials for the ELA Composition Make-Up) |
| <i>Test Administration</i> ⁸ | ELA Composition Sessions A and B | March 27 |
| | ELA Composition Make-up Sessions A and B | April 5 |
| | ELA Reading Comprehension Sessions 1 and 2 | March 28 |
| | ELA Reading Comprehension Session 3 | March 29 |
| | Last date for regular make-up testing | April 10 ¹¹ |
| <i>After Testing</i> | Complete PCPA Schedule UPS pickup | April 11, 3:00 p.m. |
| | Deadline for UPS pickup | April 12 (April 3: Early/automatic pickup) |

**2017–2018 Statewide Testing Schedule
and Administration Deadlines *continued***

| | | Date/Time ¹² |
|--|--|--|
| 2018 MCAS/EPP Mathematics Test | | |
| <i>Before Testing</i> | Download test materials from MassEdu Gateway (formerly known as the Department’s Security Portal) | April 9–May 4 |
| | MCAS/EPP Mathematics test sessions | April 23–May 4 |
| <i>Test Administration</i> ¹³ | Last day for make-up testing | May 4 |
| | Score students’ answer sheets | May 7–16 |
| <i>After Testing</i> | Deadline to destroy test booklets | May 16 |
| | Securely transport materials to the superintendent’s office for storage | May 7–25 |
| | May 2018 Grade 10 MCAS Mathematics Test | |
| <i>Before Testing</i> | Complete the Student Registration/Personal Needs Profile (SR/PNP) process ¹⁴ | TBD |
| | Receive test materials | May 9 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | May 9–21, 12:00 p.m. |
| | Mathematics Session 1 | May 23 |
| <i>Test Administration</i> ¹⁵ | Mathematics Session 2 | May 24 |
| | Last date for regular make-up testing | May 30 ¹⁶ |
| | Complete PCPA Schedule UPS pickup | May 31, 3:00 p.m. |
| <i>After Testing</i> | Deadline for UPS pickup | June 1 (May 29: Early/automatic pickup) |
| | June 2018 High School MCAS STE Tests (Biology, Chemistry, Introductory Physics, Technology/Engineering) | |
| <i>Before Testing</i> | Complete the SR/PNP process ¹⁴ | TBD |
| | Receive test materials | May 22 |
| | Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary | May 22–June 1, 12:00 p.m. |
| | STE Session 1 | June 6 |
| <i>Test Administration</i> ¹⁵ | STE Session 2 | June 7 |
| | Last date for regular make-up testing | June 12 ¹⁷ |
| | Complete PCPA Schedule UPS pickup | June 13, 3:00 p.m. |
| <i>After Testing</i> | Deadline for UPS pickup | June 14 |

RIVERSIDE SCHOOL – NEEDHAM

Course Descriptions:

ENGLISH

English Language Arts (6): Students read literature from many standpoints in connection with history, science and the arts in pursuit of answers to questions, consideration of a theme or literary element, and as a way of gaining insight into human existence. They will master the skills of writing a short essay in order to articulate a central idea and support from the text. In addition they will explore the study of word origin, formation and the structure of words in language. A variety of genres will be explored as well as the use of graphic organizers, and expressive reading.

English Language Arts (7): Students will read literature from and about the Middle Ages in order to gain insight into character. Students will continue to study grammar and write a variety of genres, including responses to literature, reflective essays and stories. They will be involved in the creation of a multimedia presentation and write a research paper utilizing graphic organizers.

English Language Arts (8): Students begin to study more complex philosophical and moral themes in literature to consider relationships between setting and theme and in order to develop their own stories. Through various activities and attention to figurative language students develop their understanding of the works and concepts explored. Research writing and presentation students will draw on multiple resources.

Freshman English (9): This class will elaborate and review basic genres of poetry, short story, novel, essay and drama, epic literature and non-fiction. Emphasis is on strategies related to reading, writing, listening, speaking, presenting, analyzing and testing. A broad range of literary genres are covered along with instruction in various modes of writing to include creative, analytical, personal, narrative, compare and contrast, and open response. Students will continue to study grammar and usage.

Sophomore English (10) through World Literature: English 10: In this course students will explore various literatures from around the world while considering historical and cultural context. Students will develop an awareness of non-western issues as presented in mythology, folklore, poetry and cultural literature. Students will explore points of view and form. In addition emphasis will be on essays writing, presenting. Written focus will be on organization, analysis and insight.

American Literature (11): This course will survey American Literature works from colonial period and through modern American Literature. Students will explore analysis of historical and informational text, relationships between fiction and non-fiction, and make connections with history and other subjects. Both analytical and creative writing will be the focus. Vocabulary, grammar and some SAT preparation will be included as well as writing mechanics and critical reading strategies

European Literature (12): Focus is on Literature from the Middle Ages to the present. Students consider prominent themes for each time period. In essays and discussion students may relate work to historical circumstances, trace symbolism through a work or variety of works, or consider a moral or philosophical question. Writing will include essay and research papers. Vocabulary, grammar and some SAT preparation will be included as well.

MATHEMATICS

Mathematics I: (6): Instruction will focus on the following critical areas: 1- connecting ratio and rate to whole number multiplication and division and in using concepts of ratio and rate to solve problems; 2- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which include negative numbers; 3- writing, interpreting, and using expressions and equations; and 4- developing understanding of statistical thinking.

Mathematics II: (7): Instruction will focus on the following critical areas: 1- developing understanding of and applying proportional relationships; 2- developing understanding of operations with rational numbers and working with expressions and linear equations; 3- solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4- drawing inferences about populations based on samples

Mathematics III: (8): Instruction will focus on the following critical areas: 1- formulating and reasoning about expressions and equations, including modeling an association involving two variables with a linear equation, and solving linear equations and systems of linear equations; 2- grasping the concepts of a function and using functions to describe quantitative relationships; and 3- analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, and to understand and apply the Pythagorean Theorem.

Algebra 1: (9): Instruction will focus on the following critical areas: 1 – to deepen and extend understanding of linear and exponential relationships; 2 – contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; 3 – extend the laws of exponents to square and cube roots; and 4- apply linear models to data that exhibit a linear trend

Geometry: (10): Instruction will focus on the following critical areas: 1- establish criteria for congruence of triangles based on rigid motion; 2- establish criteria for similarity of triangles based on dilations and proportional reasoning; 3- informally develop explanations of circumference, area, and volume formulas; 4- apply the Pythagorean Theorem to coordinate plan; 5- prove basic geometric theorems; and 6- extend work with probability

Algebra II: (11): Instruction will focus in the following critical areas: 1- relate arithmetic of rational expressions to arithmetic of rational number; 2- expand understanding of functions and graphing to include trigonometric functions; 3- synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and 4- relate data display and summary statistics to probability and explore a variety of data collection methods.

Statistics and Probability: (12): Instruction will focus in the following areas: 1- interpreting categorical and quantitative data; 2- making inferences and justifying conclusions; 3- conditional probability and the rules of probability; and 4 using probability to make decisions.

Consumer Math: (12): Instruction will focus on practical use of learned math skills for life. Lessons will include; Earning Money, Daily living expenses, budgeting and managing your money, insurance, and taxes.

HISTORY

Ancient History: (6/7): Students will study the origins of human beings in Africa and the Early civilizations that flourished in the Mediterranean area. They will look at religion, government, trade, philosophies and art, as well as ideas that arose in the ancient world that shaped the course of history.

World Geography: (6/ 7): Students will study the world outside of North America. Emphasis is on the physical and political geography and embedded in five major concepts: location, plan, human interaction with the environment, and regions.

World History I- to the 1800's: (8): Students study the development of world civilizations after the fall of the Roman Empire. Students study the history of the major empires and political entities of the periods, exploring the important political, economic and religious developments of the period.

World History II- 1800 to the present: (9): Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will explore the causes and consequences of the great military and economic events of the past century. Students will finally study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflicts in the world.

US History I – to 1877: (10): Students will study the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras, examining the important political and economic factors leading to and consequence of the Revolution. Students will study America's westward expansion, and the growth of sectional conflict that led to the Civil War, including Reconstruction

US History II – 1877 to the present: (11): Student will study and analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. They will explore the Progressive movement, New Deal, and entry into World War II. Finally students will study the causes and course of the Cold War, including the Civil Rights movement and recent events and trends that shape modern day America.

American Government: (12): Students will be provided the framework for understanding the purpose, principles, and practices of American government as established by the United States Constitution. Students will develop an understanding of their rights and responsibilities as citizens.

SCIENCE

Earth and Space Science I : (6): Students gain experience in using models, satellite images, and maps to represent and interpret processes and features. Students will investigate geological material properties and method of origin. They will begin to recognize that many of the earth's natural events occur because of certain processes.

Life Science: (7): Students begin to study biology at the microscopic level. They learn about various organisms. Students will examine the hierarchical organization of multicellular organisms and the roles and relationships that organisms occupy in an ecosystem.

Physical Science: (8): Students will be able to graph one measurement in relation to another, such as temperature change over time. Learn to collect data, and make sense of graphical and other abstract representations essential to scientific understanding. Students will explore properties of matter, elements, compounds, mixtures, motion of objects and forms of energy and heat energy.

Earth and Space Science II –(9/10): Students review geological, metrological, oceanographic and astronomical data to learn about Earth's matter, energy, process, and cycles. Students will explore Earth's internal and external energy sources, local weather and climate, and the dynamics of ocean currents. Students will also learn about the renewable and non-renewable energy resources and the impact these have on the environment.

Biology: (9/10): Students study life through cell biology and genetics (molecular level), vertebrate anatomy physiology (tissue and organ level), and ecology (organism and population level). Students will explore the DNA molecule that provides them with a framework for explaining different kinds of organisms. Subtopics include chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology.

Intro to Chemistry: (11/12): Students learn about the properties of matter and how these properties help to organize elements on the periodic table. Students develop a better understanding of the structure of the atom, chemical reactions. Students will also gain a better understanding of acids and bases.

Marine Biology: (11/12): Students will explore the diversity of marine organisms and their ecological roles. Students will get to know the ocean world, its origins, structure, circulation, and movements. Students will explore the various communities that exist in this massive ecosystem, as well as how humans affect the sea and vice versa. This course is an introduction to animal structure and function, and evolution and classification.

Environmental Science: (11/12): Students will develop an understanding of fundamental environmental principals, natural resources, energy sources and uses, and human population dynamics. Students will investigate the major environmental issues facing the world, discuss possible solutions, and make predictions about future environmental problems.

PHYSICAL EDUCATION and HEALTH

Health Literacy/Self-Management Skills/ Health Promotion

The health curriculum will focus on Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health. Some of the topics covered will include growth and development, physical activity and fitness, nutrition, reproduction/sexuality, mental health, family life, interpersonal relationships, disease prevention and controls, safety and injury prevention, tobacco-alcohol-and other substances, violence prevention, consumer health and resource management, ecological health, and community and public health

Wellness/Fitness Course:

Students will experience a variety of cardiovascular and fitness activities as well as develop knowledge and skills through participation in team sports and games. Students will also acquire practical experiences and knowledge related to living a healthy lifestyle, both as an adolescent and as a future adult. Students will be trained by a licensed personal trainer and health education teacher one hour per week.

ELECTIVES

Career Exploration: Students explore personal strengths and interests as it relates to the world of work and continued education. Topics may include independent studies related to a specific field or career, college exploration, community resources, and planning for independence.

Coffee Talk: A social pragmatics group that focuses on building essential interpersonal skills, social, communication, and problem solving skills through role play, social scripting, structured games and activities, and practice in generalizing these skills into the school and community.

Study Skills: Students will receive direct instruction in study skills, test taking strategies, and organizational strategies. Students will gain a better insight into their unique learning styles and develop strategies to assist them in school. Students will learn time management, organizational strategies, not taking, summarizing, research strategies and graphic organizers.

4TH Quarter Community Trip Blocks:

During this block the school will schedule community trips that will include a variety of activities providing education and skill building. The purpose of these outings is to encourage interest in different community activities, help adolescents develop and practice social and coping skills, re-integrate into their communities, and to build everyday life skills. Each activity will support students in accomplishing their social emotional, transition, and individual treatment goals.

Sample Therapeutic Group Offerings –

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| DBT/CBT based groups | <p>Coping with Conflict: A CBT based group that addresses the causes, management and resolution skills of both internal and external forces. Written materials, scenarios, role-play, and problem solving tasks are presented and explored.</p> |
| | <p>Stress Less: A DBT based group where adolescents discuss their levels of stress and identify positive ways of managing it. They participate in management and relaxation exercises, explore various coping strategies and discuss the usefulness in managing their stress</p> |
| | <p>New Directions: Small group for adolescents who are engaging in self-harm. In addition to CBT and DBT skills adolescents explore distraction techniques and Psycho Education tools and learn how to speak with providers.</p> |
| Emotion Management | <p>Family Matters: This discussion-oriented group will highlight strengths of healthy family functioning as well as stressors encountered. The nature of changing family dynamics during adolescence is also discussed.</p> |
| | <p>Symptom Survival: This group uses the Diagnostic and Statistical Manual of Mental Disorders 5 to focus on psycho-education around diagnostic criteria. Adolescents are encouraged to share their personal experiences with mental illness while relating symptoms to categories of mental disorders when possible</p> |
| | <p>Art of Healing: This group focuses on adolescents’ experiences of grief and loss both within their families, peer group, and communities as well as the loss that they experience with mental illness including loss of abilities and skills, relationships, interests, and hope.</p> |
| | <p>Boys/Girls Group: This group allows the genders to focus on issues relevant to their lives and how these issues affect them.</p> |
| | <p>The Weekend: This group focuses on the adolescent’s weekend. This is a time to share positive experiences and process difficult times over the weekend. This group offers adolescence opportunities to support and give feedback to others and to reflect back and examine coping skills utilized.</p> |
| Social Skill Building | <p>Squad: Teamwork, cooperation and social interactions are the focus through a variety of activities. Focus is on stimulating problem-solving skills in order to work effectively as a group.</p> |
| | <p>Community Meeting: This group is dedicated to fostering a sense of community. Adolescents collectively process the previous week events and address and issues that have been challenging. Additionally they explore upcoming events and expectations.</p> |
| | <p>Out of the Box : This group encourages social interactions through open-ended discussions about social issues as a whole. Adolescents may engage in teambuilding activities.</p> |
| | <p>Jump Start: Adolescents are involved in different activities, including games in order to develop social skills and review the day ahead</p> |

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| Expressive Therapy | Creative Arts/Express Yourself: These groups use a variety of activities as a means of communication and self-expression. Groups may focus on mindfulness of mind and body, art, poetry, music, and creative writing as therapeutic techniques to enhance personal growth and self-awareness as well as to explore and utilized sensory diet strategies |
| | Moods and Media: By observing examples drawn from various media sources teens develop analytical skills related to increased awareness and perspective around topics of self-image, violence, advertising, bullying, peer pressure, and relationship building. |
| | Survey Says..: A self-regulation group in which adolescents help to design question and topics of interest, utilize active listening of peer interests and incorporate with staff into group presentation. |
| Health and Wellness | Healthy Living: This group focuses on education and discussion around health issues, nutrition, physical fitness, and other teen topics. Groups focus on promoting a healthy lifestyle |
| | Fitness: This group focuses on activities specifically designed to promote health and exercise. Connections are made to a healthy life, stress relief, and community. |
| | Self Esteem: This group focuses on each adolescent’s individual strengths and explores different ways to increase self-esteem. Adolescents are encouraged to increase self-expression and self-awareness through analyzing individual interests, likes and dislikes, personal relationships, and creating personalized positive affirmations. |
| Growth and Development | Mission Possible: This group focuses on basic life skill necessary for successful transition into the community. Topics may include budgeting, prioritizing, job skills, driver’s education, community resources, independent living, and planning for college or work. |
| | Study Hall: This group is designed for adolescents to work on missed work from their public schools. Organization strategies are explored and learning what type of learner the adolescent is and what strategies work best for them. |
| | Current Events: Given current events from the week, adolescents engage in group discussions to share views and receive feedback. Adolescents work collaboratively within the group setting to process the world news |
| | Moving On: This group focuses on transitions for past, present, and future. Treatment goals are reviewed and future plans are discussed to help adolescents make a smooth transition from week to week or from program to next steps. |
| | 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 personality, social life and peers, self-esteem and stigma |

Riverside Community Care

THE HELP YOU NEED CLOSE TO HOME

Dear Parent/Guardian,

This notice is to let you know that your child will be participating in a Physical Education and Wellness session as well as a boys and girls group. In these groups students will learn about the impact that physical education can have on emotional well-being as well as health and wellness. Initial subject matter will include basic self-care and wellness and will move into disease prevention, pregnancy prevention and making healthy decisions. As part of this curriculum students may also learn about sexual education/sexuality issues, sexually transmitted diseases-including HIV/AIDS, birth control, and healthy relationships. This curriculum is designed to give students informed information in regards to the above topics.

The goal of these groups is to:

- Identify and distinguish the types and degrees of sexual risk
- Comprehend concepts related to health promotion and disease prevention
- Analyze influences on health and behaviors
- Demonstrate the ability to use goal setting skills to enhance health

Should you have any questions or concerns please do not hesitate to contact me at the number listed below.

Sincerely,

Maryellen Pambookian, Ph.D.

Maryellen Pambookian, Ph.D.
Director
Riverside School
781-433-0672

Riverside Community Care

THE HELP YOU NEED CLOSE TO HOME

Riverside School – Needham

Dear Parent / Guardian,

This notice is to inform you that the Riverside School maintains onsite a policies and procedural manual. Copies of such policies and procedural are available to parents and guardians upon request; this may be written or verbal.

Should you have any questions or concerns, please feel free to contact me at your convenience at the number listed below.

Sincerely,

Maryellen Pambookian, Ph.D.

Maryellen Pambookian, Ph.D.

Director

Riverside School

781-433-0672

General Laws

**PART IV_CRIMES, PUNISHMENTS AND PROCEEDINGS IN CRIMINAL CASES
(Chapters 263 through 280)**

TITLE I_CRIMES AND PUNISHMENTS

CHAPTER 269_CRIMES AGAINST PUBLIC PEACE

Section 17_Hazing; organizing or participating; hazing defined

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, 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.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean 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.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

General Laws

**PART IV_CRIMES, PUNISHMENTS AND PROCEEDINGS IN CRIMINAL CASES
(Chapters 263 through 280)**

TITLE I_CRIMES AND PUNISHMENTS

CHAPTER 269_CRIMES AGAINST PUBLIC PEACE

Section 18_Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such 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 crime shall be punished by a fine of not more than one thousand dollars.

