

Riverside School

ACADEMIC. THERAPEUTIC. INCLUSIVE.



Parent/Student Handbook 2022-2023

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Riverside School Mission Statement

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

About Riverside School

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

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

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

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

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

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

Statement of Purpose

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

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

Equal Access

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

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

Administrative Organization

Riverside Community Care is a non-profit organization directed by a Board of Trustees. Marsha Medalie is the Chief Executive Officer and Vicker DiGravio serves as the President. Below is a listing of school administrative personnel at the Riverside School.

Program Director:	Suzanne Gervais, MPA
Program Assistant Director	Margaret Ritter M.Ed.
Administrative Assistant:	Linda Kosinski, BA

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.

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.

Staff Directory:

Suzanne Gervais, MPA
Program Director
781-247-7762
sgervais@riversidecc.org

Margaret Ritter, M. Ed.
Assistant Program Director
508-422-9250
MaRitter@riversidecc.org

Linda Kosinski
Administrative Assistant & Human Rights
Advocate
508-422-9250
lkosinski@riversidecc.org

Casey Peterson, M.Ed.
Special Education Teacher-Milford
508-422-9250
cpeterson@riversidecc.org

Sascha Mules-O'Roak
Quality Nurse Manager
781-468-6723
AMulesORoak@riversidecc.org

Riverside Emergency Services
800-294-4665

Services

Assistive Technology Devices/Services

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

Class Offerings

All students will participate in the required classes for English/Language Arts, Mathematics, Science, Social Studies/History, and Fitness and Wellness. Students may also participate in a variety of other electives such as Career Exploration, Critical thinking, Functional Living, and Computers. In addition, students will participate in daily Personal Development groups and/or Expressive Arts.

Clinical and Routine Offerings

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

All students are assigned a clinician upon enrollment whom they will see on a weekly basis or as 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.

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

Child Psychiatry

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

IEP Development/Planning

An Individualized Education Plan (IEP) is developed for each student 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.

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.

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

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.

Physical Education and Recreation

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

Physical Therapy

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

Psychological, Counseling, Rehabilitation Counseling, and Social Work Services

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

Recreation and Leisure Skills

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

School Health Services

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

Transportation

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

Vocational Services

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

Parent's Rights

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

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

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

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

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

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

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

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

Students' Rights

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

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

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

Program Overview

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

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

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

Academic Calendar

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

Attendance and Dismissal Policy

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

Behavior Support Statement of Philosophy

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

Cancellations

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

Make up days for snow cancellations will be determined by the Director. Parents/Guardians and sending schools will be notified.

Credits

The Riverside School works closely with the sending school district to make sure that students stay on track with graduation requirements. Riverside School provides report cards and class descriptions to the sending school for the school to maintain accurate records and decisions regarding credit hours and to keep a student's transcript updated.

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.

Dress Code

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

Lunch and Snacks

Lunch is a time to engage in structured and unstructured, pro-social interactions, and conversations with staff and peers.

Students are expected to eat lunch daily and students are required to bring their lunch and any snack items from home. We encourage students to bring a well-balanced meal. Caffeine products are not allowed. If you qualify for free or reduced lunch, please contact the director to discuss a luncheon plan. The school is equipped with a refrigerator, microwave, and stove that are available for use during lunch break.

Personal Vehicles

Due to limited 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.

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.

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.

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 off and put in a designated storage place upon arrival.

Supports

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

Supports System

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

Methods for Supporting Students Experiencing Suicidality:

All students meet weekly with their clinicians as well as attend weekly therapeutic groups. These groups include the use of Dialectical Behavior Therapy strategies, Cognitive Behavioral Therapy strategies, development of coping skills and communication skills. When a student is at risk for 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.

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 NAPPI 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 families work with their clinician and teacher to identify individual goals, review IEP goals, and determine how these goals will be obtained. An Individual Action Plan is developed with the student and their family that outlines goals and benchmarks.
- **Learning** – (2nd month – ongoing) Students are actively engaged in working on their individual and educational goals. Based on an individual basis students may earn more independent privileges such as running errands, 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 student's Riverside team. Students are expected to remain in good standing behaviorally, actively be working on their Individual and Educational goals as well as learning and applying strategies identified. Students on Learning 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** - Safety may be utilized if students are exhibiting unsafe behaviors above their baseline such as lying, self-injurious behaviors, homicidal or suicidal ideation, or general mental health difficulties that require close monitoring. On Safety, students must be within close proximity to designated staff and conversations with peers are more closely monitored. The team will meet weekly, or more if needed, to discuss progress, needs and interventions. If necessary, to ensure safety, students may be asked to participate in alternatives to community events or activities. Safety supports will be lifted when the team determines students are in safe space.

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 meetings as needed.

Taking Space:

Students can advocate to take space if needed when feeling overwhelmed or dysregulation. 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.

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.

Suspensions

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

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

Suspension Procedure

Should a student require a suspension either 3-5 day or 10 or more days, the school will immediately notify the parent/guardian as well as the sending public school district or human service agency involved with the child.

Written notice of suspension and right to appeal will be sent within 24 hours to the parent and sending school district.

The Director will notify parent/guardian to schedule a meeting.

In case of the need for immediate suspension, the parent/guardian will be contacted to transport the student home.

A team meeting will be scheduled to discuss alternative supports or program modifications

Management Of Serious Disruptive Behaviors Such As Destruction and Aggression

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

The first staff person to arrive at the scene will begin de-escalating the situation, call for other staff as necessary and immediately inform the Director or designee. The Director or designee will be responsible for managing the incident and coordinating the responses.

The Director or designee shall designate specific staff to:

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

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

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

Use of Physical Restraint:

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

Grievance Policy

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

Federal and State Regulations:

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

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

Policies and Procedures Manuals

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

Health Care

Physician and Nurse Consultation

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

1. On an annual basis, the nurse will review all health and safety policies, recommending revisions and changes as needed.
2. The nurse will provide ongoing consultation to assist programs to maintain compliance with all applicable health standards and regulation.
3. The nurse will assist the program to respond promptly to student medical concerns and will recommend appropriate course of action.
4. 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, prepackaging, 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 consulting nurse has determined that the following requirements are met:

1. If it is not feasible to administer medication before and/or after school hours, a prescription bottle, labeled with correct name, medication, dose and specific instructions, and a signed copy of the Self-Medication Administration Consent and Physician Consent Form must be delivered to the consulting nurse by a parent or guardian, unless the student has consented to treatment (under M.G.L.c.112.s.12F) or other authority permitting the student to consent to medical treatment without parental permission;
2. The student, consulting nurse and parent/guardian, where appropriate, enter into an agreement, which specifies the conditions under which medication may be self-administered.
3. The consulting nurse, as appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medication.
4. The student's health status and abilities have been evaluated by the consulting nurse who then deems self-administration safe and appropriate. The consulting nurse or designee shall observe self-administration of the medication.
5. The consulting nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered.
6. If requested by the consulting nurse, the licensed prescriber provides a written order for self-administration.
7. Documentation of self-administration of medication is maintained.
8. The consulting nurse establishes a policy for the safe storage of self-administered medication and, as necessary, consults with the Director or designee, the student, and parent/guardian, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location.
9. The student's self-administration is monitored based on his/her abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance,

recording that the medication was taken, and notifying the parent, guardian or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication; and

10. With parental/guardian and student permission, as appropriate, the consulting nurse may inform appropriate teachers and administrators that the student is self-administering a medication.

Antipsychotic Medication Self-Administration

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

1. Antipsychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment, and care of the 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

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

General Administration:

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

Physically Ill or Injured Students:

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

Follow-up and Documentation:

1. The student's family/guardian or Emergency Contact will be contacted.
2. Incident Reporting per policy and applicable regulation.
3. In instances where a student is in the care of DCF, the Educational Surrogate Parent shall not have the authority to consent to routine or other medical care. For such students, consent shall be obtained consistent with the applicable Department of Children and Families requirements.
4. In the cases where parents cannot be reached, emergency services will be administered as described herein and the Director or designee will continue to attempt to reach the parents to advise them of the incident.

Food and Chemical Allergies

Upon admission, parents /guardians will be asked to provide information regarding known allergies. This information should include a list of all known allergies to foods, 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 meal. Each student brings a lunch and snacks from home. Fresh water is readily available. Caffeine intake is not permitted during program hours.
6. The school shall encourage students to eat a well-balanced meal. Students can opt to take space if feeling overwhelmed at lunch time.
 - a. Students with current eating disorders will identify a plan with their clinician and parent/guardian.
7. Following use, all tables, stove, counter tops, utensils, and other utilized items are thoroughly washed and stored properly.
8. All disposable items and other waste products shall be disposed of promptly and properly.
9. The refrigerator shall be maintained at appropriate levels of cleanliness. All food stored in refrigerator shall be wrapped and dated when opened and have freshness expiration dates. Staff will inspect the refrigerator at the end of each day to ensure the appropriate standards of cleanliness.
10. The Director or designee is responsible for the oversight of the food and nutrition program.

Preventative Healthcare

1. Riverside School, in cooperation with the student's parents and/or human service agency which is responsible for payment, shall make 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 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 as their child 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.

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Dress Code

Sample Class Schedule

Riverside School Sample Schedule					
FALL 2022					
Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Goals	Goals	Goals	Goals	Goals
9:15	History	History	History	History	Fiction Friday
10:15	The Weekend	Symptom Survival	Family Matters	Art and Soul	Gender Groups
11:00	Science	Science	Science	Science	Community Meeting
11:30	Lunch	Lunch	Lunch	Lunch	
12:00	Science	Science	Science	Science	School and LS Lunch
12:30	iykyk	Fitness/Health	Unprompted	Math	Current Events
1:15	ELA		ELA	ELA	RL Math
2:00	Math	ELA Online	Math	Survey Says	Research Squad
2:45	Chores and Checkout	Chores and Checkout	Chores and Checkout	Chores and Checkout	Chores and Checkout
3:00	Daily Review	Daily Review	Daily Review	Daily Review	Daily Review

Sample Life Skills Group Schedule

LIFE SKILLS CENTER SCHEDULE					
Fall 2022					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Goals	Goals	Goals	Goals	Goals
9:15	Jump Start	Jump Start	Jump Start	Jump Start	Jump Start
10:15	The Weekend	Symptom Survival	Family Matters	Art and Soul	Gender Groups
11:00	Study Hall	Study Hall	Study Hall	Study Hall	Community Meeting
11:30	School Lunch	School Lunch	School Lunch	School Lunch	School Lunch
12:00	LS Lunch	LS Lunch	LS Lunch	LS Lunch	LS Lunch
12:30	iykyk	Fitness/Health	Unprompted	Mission Possible	Current Events
1:15	Study Hall		Study Hall	Study Hall	Study Hall
2:00	Dream team	Chill Out	Y-CBT	Survey Says	Research Squad
2:45	Check Out	Check Out	Check Out	Check Out	Check Out

2022-2023 Riverside School Calendar

AUG/SEPTEMBER 2022						
S	M	T	W	T	F	S
	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	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					

NOVEMBER 2022						
S	M	T	W	T	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			

DECEMBER 2022						
S	M	T	W	T	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

JANUARY 2023						
S	M	T	W	T	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				

FEBRUARY 2023						
S	M	T	W	T	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				

MARCH 2023						
S	M	T	W	T	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	

APRIL 2023						
S	M	T	W	T	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						

MAY 2023						
S	M	T	W	T	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			

JUNE 2023						
S	M	T	W	T	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	

JULY 2023						
S	M	T	W	T	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					

AUGUST 2023						
S	M	T	W	T	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		

2022-2023 Important Dates

Monday, August 29, 2022	First Day of School
Monday, September 5, 2022	Labor Day – No School
Monday, October 10, 2022	Indigenous Peoples’ (Columbus) Day- No School
Friday, November 11, 2022	Veterans’ Day- No School
Thursday/Friday, November 24 & 25, 2022	Thanksgiving Break – No School
Friday, Dec. 23, 2022 - Monday, Jan. 2, 2023	Early Winter Vacation – No School
Monday, January 16, 2023	Dr. Martin Luther King Jr. Day – No School
Monday, Feb. 20 - Friday, Feb 24, 2023	February Vacation- No School
Monday, April 17 – Friday, April 21, 2023	April Vacation- No School
Monday, May 29, 2023	Memorial Day – No School
Monday, June 19, 2023	Juneteenth- No School
Monday, July 3- Friday, July 7, 2023	July Vacation- No School
Monday, Aug. 21- Friday, Aug. 25, 2023	August Vacation- No School

Nov. 18, 2022 – End of First Term (57 days)
 May 19, 2023 – End of Third Term (55 days)

Feb. 17, 2023 – End of Second Term (55 days)
 Aug. 18, 2023 – End of Fourth Term (59 days) – Last Day

2022–2023 Initial MCAS Sample Testing Schedule:

November 2022, February 2023, & March 2023



2022–23 Initial MCAS and ACCESS for ELLs Testing Schedule

November 2022 MCAS ELA and Mathematics Retests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none">• ELA Session 1: November 9• ELA Session 2: November 10
<u>Mathematics</u>	<ul style="list-style-type: none">• Mathematics Session 1: November 15• Mathematics Session 2: November 16

February 2023 MCAS Biology and Introductory Physics Tests

Next-Generation CBT (PBT available as an accommodation)

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

March 2023 MCAS ELA and Mathematics Retests

Next-Generation CBT (PBT available as an accommodation)

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

Spring 2023 MCAS Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Test Administration Window
ELA test sessions	March 27–April 28 <i>Note that ELA will be administered earlier than Mathematics and STE.</i>
Mathematics test sessions	April 24–May 26
STE test sessions	April 25–May 26

Spring 2023 Sample MCAS Schedule

March 2023, April 2023, May 2023, and June 2023

Spring 2023 MCAS Grade 10 Tests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
<p>ELA</p>	<p><i>Test the maximum number of students who can participate concurrently.</i></p> <ul style="list-style-type: none"> • ELA Session 1: March 28 • ELA Session 2: March 29 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • ELA Session 1: March 30 • ELA Session 2: March 31
<p><u>Mathematics</u></p>	<p><i>Test the maximum number of students who can participate concurrently</i></p> <ul style="list-style-type: none"> • Mathematics Session 1: May 16 • Mathematics Session 2: May 17 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • Mathematics Session 1: May 18 • Mathematics Session 2: May 19

Spring 2023 MCAS High School STE Tests

Subject Area	Prescribed Test Administration Dates
<p>Biology and Introductory Physics</p> <p><i>for Grades 9 and Above</i></p> <p>Next-Generation CBT (PBT available as an accommodation)</p>	<p><i>Test the maximum number of students who can participate concurrently</i></p> <ul style="list-style-type: none"> • Session 1: June 6 • Session 2: June 7 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • Session 1: June 8 • Session 2: June 9
<p>Chemistry and Technology/Engineering</p> <p><i>for Grades 10 and Above</i></p> <p>Legacy (PBT only)</p> <p><i>Last administration of these two STE tests</i></p>	<ul style="list-style-type: none"> • Session 1: June 6 • Session 2: June 7

2023 ACCESS for ELLs

Grades K–12 CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test remains paper-based.)	
ACCESS for ELLs test sessions	January 5–February 9 <i>(5/17/22 update: The ACCESS for ELLs dates are no longer considered tentative.)</i>

2023 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School	
Submission deadline	March 31

Course and Group Offerings & Descriptions (Not limited to the following)

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 not limited to:

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, note 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.

THERAPEUTIC GROUP OFFERINGS *not limited to:*

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>Y-CBT: A CBT based group combined with Kundalini yoga, which focuses on mindfulness and meditation to cope with anxiety, depression, and anger management. Clients learn how to self-regulate with deep breathing techniques and changing thinking patterns to perceive themselves more positively.</p>
	<p>Wise Minded Music: A DBT based group combined with Music Therapy approaches where clients identify strengths and push their own personal boundaries to build distress tolerance skills and mindfulness.</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 psychoeducation 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/Gender Bender 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>STEAMwork: S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) develops a set of thinking, reasoning, teamwork, investigative and creative skills that students can use in all areas of their lives. In STEAM lessons, students address real social, economic, and environmental problems and seek solutions. In STEAMwork, client work effectively as a group to problem solve STEAM related activities and to improve team building skills.</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>Coffee Talk: This skill-based group focuses on building the social skills and pragmatic language skills required to form and maintain positive interpersonal relationships.</p>
	<p>Branch Out: This group is an outdoor, activity-based group where clients work together as a team to complete challenges and solve problems. Clients will learn how to work effectively with others while building confidence and connecting with their peers.</p>
	<p>What's Love Got To Do With It?: A relationships groups that focuses on healthy relationships with self, peers, and in the community. Topics such as boundaries, communication, levels of friendship, and types of love will be explored through discussion and activities using music, art, and other media.</p>

	<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>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>
Expressive Therapy	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
Health and Wellness	<p>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.</p>
	<p>Fitness: This group focuses on activities specifically designed to promote health and exercise. Connections are made to a healthy life, stress relief, and community.</p>
Growth and Development	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Treat Yo'self: A discussion and activity-based group that focuses on self-care. Clients discuss the importance of self-care and engage in various activities that foster this skill set in order to assist with managing symptomology.</p>
	<p>Happy Feet: The goal of this skill-based group is to enhance self-esteem and increase self-compassion. Select groups will encourage clients to identify personal competencies and strengths, practice using positive affirmations in helpful ways, and learn how media messages impact the way we view ourselves.</p>
	<p>Adulting: This group focuses on the transition from adolescence to adulthood. Group members will participate in discussions and activities about various life changes after high school. They will also receive coaching on how to accomplish tasks such as filling out college and job applications.</p>
	<p>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.</p>

Massachusetts General Laws – Hazing

Part IV Crimes, Punishments and Proceedings in Criminal Cases

Part IV - Title I - Chapter 269 - Section 17 - Hazing

“**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.”

Part IV - Title I - Chapter 269 - Section 18 - 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.”

Part IV - Title I - Chapter 269 - Section 19 - Hazing

“**Section 19.** Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty

of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution which fails to make such report.

Community Expectations at Riverside School

Attendance

Students are expected to attend program every day.

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

Confidentiality

Students are expected to maintain the confidentiality of their peers.

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

Contact with Peers Outside of the Program

Outside contact with enrolled peers is prohibited.

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

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

Cell Phone Use

Cell phone use is not allowed in program.

Although students may bring phones to program, use of cell phones is prohibited during the program day. Students must turn off cell phones and store them out of sight for the day and may be asked to turn-in phones to staff if they are unable to keep phones stored and out of use. In the case of an emergency, or therapeutic necessity, students will be provided use of the phones with staff observation.

Use of appropriate language

All students are expected to use respectful and appropriate language.

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

Discussion with Peers

Staff must always be able to hear all conversations.

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

Maintaining Healthy Boundaries

Healthy boundaries are expected, both physically and verbally.

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

Refocusing Time

Students may take space to refocus as a coping strategy.

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

Other Coping Strategies

Students will learn and utilize coping tools in program.

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

Break Time

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

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

Environment

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

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

Computer and Tablet Use

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

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

Lunch

Students are expected to bring and eat their lunch daily.

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

Dress Code at Riverside School

Dress Code Philosophy

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

Dress Code Basic Principle

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

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

Students Must Wear

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

Students May Wear

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

Students Cannot Wear

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