



Excellence in Child Development Since 1994.

Welcome To The Milestones Day School Community

This handbook has been prepared to acquaint students and their parents/guardians with our philosophy and guidelines for our program. Milestones Day School emphasizes that all of our students are individuals with a strong capacity for learning, growing, and changing. All of our students deserve the opportunity to be respected and to respect others, to be heard and to hear others, and to take ownership of their life and education. Our school is a community in which everyone is connected to each other and through this community we embrace our students and watch them flourish. The community is made up of many members including students, parents, and our faculty. Milestones Day School treats everyone as a team member instead of an individual. Through cooperation and participation our teams can achieve anything.

Because all of our students bring different strengths and areas of need, our curriculum is always individualized. It is the student's job to participate in our curriculum. It is the family's job to support the student and their child's team by participating in the school experience and consistently following protocols set up by the team process. This occurs in many ways including keeping abreast of your student's progress and our curriculum by reading their student's website and, if possible, to volunteer on field trips and special events.

Finally, we believe that every student must be provided equal opportunity without regard to sex, race, color, creed, religion, national or ethnic origin, sexual orientation, disability or handicap to obtain an education that meets his or her personal needs and interests, and to develop intellectually, morally, socially, and physically.

Our community welcomes you and requests that you will always be conscious of its traditions, rules, and requirements.

At Milestones Day School, we leave the "dis" in disability at the door each day and what we're left with are students with a variety of "abilities". Being viewed through a "disability-lens" can leave students feeling depressed and not seeing the whole person. At Milestones Day School, we foster self-esteem and bring out the best in students by emphasizing that the student's disability is only one small part of the student, but not the student's identity.

It is our philosophy that our students are successful people who need a different atmosphere to bring out the best in their learning abilities. At Milestones Day School we matter-of-factly discuss disabilities, process our feelings around having a disability, and develop compensation strategies to overcome the symptoms getting in the student's way. In this regard our students are held to the highest standards.

ADMISSIONS CRITERIA:

Students admitted to Milestones Day School are capable students who are struggling in their current placement. Students accepted generally carry a diagnosis of a neurocognitive disability which cause difficulty with executive functioning, social skills, and coping or regulation skills such as, but not limited to: Asperger's Syndrome, Non-Verbal Learning Disabilities, Pervasive Developmental Disorder, Generalized Anxiety Disorders, Tourette's Syndrome, Attention Deficit Disorder (ADD or AD/HD), Obsessive-Compulsive Disorder, Bipolar or Mood Disorders, Central Auditory Processing Disorder, Sensory Integration Disorder, and/or various types of medical conditions which interfere with neurocognitive functioning. In addition, some of our students are diagnosed with secondary learning disabilities.

Milestones Day School does not have expertise and is not able to help students who have needs related to: Fire starting, the student's primary issue is sexual abuse or sexually aggressive behavior, substance abuse, ongoing self-destructive behavior such as cutting or self-mutilation, homicidal behavior, active eating disorders, issues related to drugs or alcohol abuse, criminal behavior, or chronic psychotic disorders (i.e., Schizophrenia).

GENERAL PARTICIPATION GUIDELINES

Students who attend Milestones Day School are seeking an intensive social skills and emotional development program. Students are a part of our community and as such are expected to follow, cooperate, and fully participate in the rules and guidelines of our program. These regulations were created to keep students safe, happy, and healthy.

Being a student at Milestones Day School is **not** a right; it is a privilege. Our school is a community with rules and regulations, and those who enjoy the rights and privileges must also accept the responsibilities that membership demands, including respect for and compliance with school rules.

Any behavior which makes people feel unsafe, violates criminal statutes, impinges upon the civil rights of others, affects or has potential to affect the life, limb, or property of another, or that represents a significant threat to the safety and wellbeing of the school, or is in violation of the student's individualized behavior plan will be treated as a very serious offense. Students who engage in these behaviors may have their privileges revoked resulting in a time-out, in-house suspension, or expulsion. All students participate in self-esteem and positive support programs. Any student who intentionally disregards rules or intentionally offends other team members by put downs, teasing, threatening, or physically injuring them will be disciplined.

Expectations

- *Student Expectations:* We expect that students will be full participants in our program, and will voice their opinions, preferences, and ideas. We expect that students will treat all community members with dignity and respect, as they should expect to be treated. We expect all students to follow the rules and guidelines in our program and participate in resolving differences should they arise.
- *Parent Expectations:* We expect that parents will be full participants in their student's programming, including taking responsibility for checking their student's individual website on a weekly basis, speaking up immediately if they have concerns or questions, and observing their student anytime they wish (as long as it is not disruptive to the student or the classroom). We expect parents will have their student arrive and be picked up on time, be fed breakfast prior to school, and assure their student has access to adequate sleep (obviously, understanding that many students have sleeping difficulties and feeding sensitivities).

CLASSROOMS & HOURS:

Milestones has 10 classrooms with students ranging in age from 7-22 years old. Each classroom has 1-2 teachers and 1-2 counselors. Students are assigned a classroom teachers as their case manager. Any questions regarding the student should be directed towards the student's case manager. Milestones is currently open from 7:00am - 3:30pm daily; student hours are 8:30-3pm daily during the school year and during the summer 8:30-3 Mondays-Thursdays and 8:30-12 on Fridays.

COMMUNICATION WITH FAMILIES & SCHOOL PARTICIPATION

Milestones Day School is committed to parent involvement. We believe that students thrive when the school and family are able to work together as a team. Communication occurs in several ways:

- **Milestones Parent Group (MPG):** Once per quarter Milestones Day School holds a parent meeting. The goal of the committee is to discuss any issues that arise involving education, health, and safety of the student, any proposed changes to the program, and for parents to voice concerns. In addition, the MPG is a vital role in supporting our community. Members may take on specific roles such as after school planning committee, field trip committee, etc. We welcome any parents or guardians of Milestones Day School to attend these meetings which are listed on our annual school calendar (these meetings are not appropriate for students). The Executive Director partake in the MPG meetings. Each year in September elections are held for specific volunteer positions for the MPG.
- **Meetings:** We welcome and encourage you to ask questions about school and your student. Staff is available for quick questions (1-2 minutes) before and after school. Because we want to focus on the students, if you have questions or issues you would like to discuss that will take *more than 1-2 minutes*, please save the question until your weekly phone check-in, send an email, or make an appointment with your student's head teacher or a Director. Should you have an emergency, please call anytime.
- **Weekly Phone Conferences or Email:** You have the option of receiving a weekly phone call (about 10 minutes) to discuss your child's week; This is a good time to touch base about any questions or concerns you have. Alternatively, at your request, we will send you an email instead. You can email any time, but please understand that our staff may not be able to get back to you right away.
- **Parent Conferences:** Parent conferences may be held upon your request. Please contact your child's teacher to arrange.
- **Monthly Curriculum:** Each month our curriculum is posted online for you to view. This information can be found on our main website under classrooms section.
- **Classroom Website:** The classroom website contains valuable information about what your children are learning, photographs of your children engaged in daily activities, field trips, and other general classroom information. This is a good opportunity to talk about events with your student.
- **E-News:** Alex Smith-Michaels sends out weekly email updates on happenings at Milestones.
- **Parent Training:** At your request, Milestones Counselors can provide parent training as an adjunct for your student's school day. Parent training usually occurs every other week, once a month, or once every other month for 1 hour. During these sessions, school staff works with your family to help create goals, plans of action, and we can provide training for how to carry out the plan. Home services are optional and are not right for every family. You can elect at any point to have home services or discontinue. If you elect to discontinue home services, this can be temporary or permanent. Should you elect to discontinue home services, you can reinstate them at any time without question.
- **Parent Support Groups:** Milestones offers parent support groups bimonthly. Please see our website for specific dates.

In the case of a student who is in the legal custody of only one parent or guardian, a copy of the legal agreement must be on file at MDS. Custody agreements may also affect release of information, such as school reports. Parents should notify the school if this is the case for their child.

INFORMATION TO BE TRANSLATED INTO LANGUAGES OTHER THAN ENGLISH:

When students first enter Milestones Day School, the parents/guardians fill out an application. This application asked if the primary language spoken in the home is a language other than English and what the language is. If a family's primary language is not English Milestones Day School will translate all of our documents into the family's native language including, but not limited to, the Student and Parent Handbook, our application, our Policies and Procedures Manual, any consent forms, any school announcements, and/or other documents required. In addition, at the parent's request, interpreters shall be provided for translation.

CURRICULUM

- **Academic Honesty:** MDS expects that each student will produce and submit his/her own work and to clearly reference any sources or information used in his/her work that was generated by someone else. Cheating, copying, plagiarism, or use of a student's previously submitted materials constitutes a behavior infraction and will result in a zero for the project or assignment.
- **Academic Curriculum:** Milestones focuses both on academic and therapeutic curriculum. Our academic curriculum is based upon the Massachusetts Frameworks (<http://www.doe.mass.edu/frameworks/current.html>) and Common Core Curriculum (www.CoreStandards.org). Milestones assures that all students who graduate from Milestones will take the necessary and required courses to ensure graduation. Students who come to Milestones have attended various other educational programs prior to MDS. In most cases, there is not a state specified progression for curriculum; meaning, the sequence that specific subjects are taught is not consistent throughout the state. Therefore, when students enter Milestones, they may cover some material that was previously taught or may not have learned specific skills that were already covered at MDS. MDS worked with students who have missed specific lessons to catch them up. At Milestones during the first four weeks of programming, students are placed with their aged peers for all academic subjects unless otherwise specified during admissions. After the student's IEP meeting (approximately 5 weeks after placement), we may move the student's classes based upon academic testing and observation to match the student's instructional which may be above or below chronological grade level to maximize the student's learning.
- **MCAS:** Students at Milestones are required by state law to take MCAS. All of our students take traditional MCAS (meaning not a portfolio) with accommodations. The accommodations will be listed in the student's IEP. There are some accommodations that students may received throughout the year, but may not be eligible for them on the MCAS tests based upon state law. In the fall and spring we will send an email letting you know when the exact dates of testing are. As a Massachusetts regulation, in order to graduate, students need to pass only the 10th grade MCAS. Your student's scores will be incorporated back into your sending district's profile, Milestones does not have an individual MCAS profile.
- **Standardized Assessments:** MDS conducts yearly standardized academic assessments for progress monitoring in the late spring. Parents will receive a copy of the students assessment results during the summertime.
- **SATS/PSATS/ACTS:** Milestones offers high school students the option to take the PSATs, SATs, and ACTs each year at our facility. For any student who requires accommodations, Milestones will apply to the college board. Documentation for accommodations may take up to 6 months and therefore Milestones needs to know ahead of time if your child will be taking these tests.
- **Homework:** All MDS students receive reasonable homework to help practice independently applying academic instruction and prepare for academic success once students transition from MDS.

MILESTONES VOCABULARY

At Milestones, we have designed our own curriculum based upon best practices and a collaboration of terrific ideas from leading experts in the field as well as some of their models. Some terms your student may come home with may not be familiar to you, so we have provided a glossary to assist you (several of these terms come from the work of Michelle Garcia-Winner's Socially Thinking).

Stay on Topic: Talk about the same thing everyone else is.

Show that you care: Asking a question using information you know about a person or making empathic statements.

Bubble Thought:	Things that a person thinks, but should not be said out loud. Bubble thoughts can include off-topic comments, unintended rude remarks, and unexpected comments. If a student says a bubble thought s/he will be reminded to “bubble it” or use his/her bubble box on the desk to put the thought in.
Equal talking time:	Making sure everyone has a chance to talk in a conversation.
Get to the point:	Finish up what you are saying and say only the most important things
Stuck or “Rock Brain”:	When a student is constantly thinking or talking about the same topic over and over
Oops:	Something that the student didn’t expect to happen (“that’s an oops”)
Glitch:	Minor problem (i.e, if a student drops his snack, this is a glitch vs. a major disaster)
School listening look:	Using your whole body to attend to the speaker (i.e., facing forward, eye contact, good attention)
Social Fake:	Giving a socially acceptable response even when your true reaction is negative (“thanks for the socks for my birthday”)
Friendship game:	When playing a game, the student is really playing two games - the actual game and the friendship game. The goal of the friendship game is to keep your friend, even if you win or lose the actual game.
Big picture:	Getting the “gist” of something
Flexible thinking:	Able to consider another’s point of view or way of doing something; doing something even if you don’t want to
Social Detective:	Trying to figure out what another person is doing and what s/he may do next
Expected vs. Unexpected:	Expected behaviors are things that are appropriate for the situation (i.e following the rules, using manners, keeping personal space, etc.). Unexpected behaviors are things that break social rules or are confusing.
Mind File:	An imaginary file in your brain that stores information about people.
Take a Break:	Go into the sensory room or other area to help you get more energy, get rid of your energy, or cope with your emotions.
Fidget toy:	A small hand held object that helps keep students regulated

IEP PROGRESS REPORTS:

Students will receive IEP progress reports every 3 months based upon the student's IEP dates. These progress reports comment specifically on IEP goals/benchmarks. If the student has academic benchmarks for remedial instruction, these will be commented on as well, otherwise all academic reports are commented in the student's traditional report cards which are distributed 3 times per year (see below for further details).

GRADING AND REPORT CARDS:

All students receive 3 reports cards per year covering the following periods: Sept-Nov, Dec-March, March-June. Grades are based upon acquisition of knowledge (assessed by oral, written, and hands on projects and more traditional tests/quizzes), class participation, effort, and homework (if applicable).

- **For Grades 2-6th:** In class Assignments: 40% Assessments, quizzes, and projects: 40% and Homework: 20%. Students will be graded as defined below and are clarified "With Support" (WS) or "Independently" (I):
 - E = Exceeding Instructional Expectations (advanced standing)
 - M= Meeting Instructional Expectations (appropriate, age-level standing)
 - P= Practicing Instructional Expectation (needing additional practice or working on meeting the standard)
- **For Grades 7-12** Tests/quizzes: 30%, Projects: 30%, Homework: 25% and Effort and Participation: 15% (if the student does not have homework, the 25% will be distributed across test/quizzes, projects, and effort participation).
- Students will receive letter grades listed below. If a student scores 79 or below for 2 consecutive grading periods, we will have a meeting with the student's family and team to discuss adding additional study strategies classes or academic tutoring for the student.

Letter	Number	Standing
A+	97-100	Above Expectations
A	94-96	Above Expectations
A-	90-93	Above Expectations
B+	87-89	Meeting Expectation
B	84-86	Meeting Expectation
B-	80-83	Meeting Expectation
C+	77-79	Below Expectation
C	74-76	Below Expectation
C-	70-73	Below Expectation
D+	67-69	Requires Remedial Support
D	65-66	Requires Remedial Support
F	0-64	Requires Remedial Support

- **Post High School:** Students who are involved in the Internship Program and have past 12th grade, will receive "performance evaluations" simulating a work environment in place of grades.

ABSENTEEISM:

- **Absenteeism :** If your student has a planned absence, is sick, or will be late, please email ***ABSENT@AdvancingMilestones.com*** to let us know. If you don't have access to email, leave a message at reception 781-895-3200 x-110 so your student's teachers won't worry!
- **Maximum Amount of Time Off:** At Milestones Day School the instructional program is a vital part of a formal education and behavioral consistency. It is necessary to require students to be in attendance a minimum number of days for instructional purposes during each school year. A student is expected to attend school when school is in session. Absences from school are acceptable only when there is illness, or severe illness/death in the family, exposure to contagious disease, religious holidays, extremely inclement weather (even if MDS is open), reasonable family vacations, or school related activities for which participation has been granted by the school. Absences for other reasons, including out-of-school suspension, are considered unexcused absences. Milestones Day School is a year-round program (meaning, the traditional school year and summer). Students are permitted to take no more than 2 consecutive weeks off during the summer (except for a medical or psychiatric hospitalization) and no more than 20 days of school time per year in total (except for a medical or psychiatric hospitalization). The staff invests time and energy into improving student's overall functioning. If students are taking excessive vacation or other time off (except for excused illnesses or psychiatric hospitalization), we will call a team meeting to determine if placement at Milestones is appropriate. Students who take more than 20 days off total for the year (except of a medical, psychiatric hospitalization, or other excused absence) will be immediately terminated from our program.
- **Incomplete:** If students have more than 10 absences in a semester, the student will be required to make up missed work in each subject in order to receive credit. If the work is not completed by the end of the semester, the student will receive an incomplete for the term. If missed work is not made up within 6 months, the student will receive an "F" for the semester. The teachers in each individual subject will determine what an appropriate amount of work would be satisfactory and will also determine what type of work will fulfill the requirements of the course.

TRANSPORTATION / PICK UP & DROP OFF

- **Pick Up / Drop Off:** Outside of MDS there is a bus line; students are dropped off one at a time and only when a MDS staff member is present. If you are driving your student to school please drop him/her off at 8:30 AM and pick up your student at 3:00 PM each day by joining the bus line. Please do not leave your child unattended before or after school. If your child arrives late or is picked up early, please go to the reception area and sign in/out your child.
- **General Transportation:** Milestones does not provide transportation to and from school. This is the responsibility of the sending school district or family. If your student is transported by the town's bus/van and you have a problem with transportation, please contact your town or the bus company directly, as Milestones does not have control over transportation issues. If bus companies or families drop off the student after 8:30am, it shall be that persons responsibility to escort the student inside. If bus companies or families are routinely late picking up students, we will call a meeting to discuss the issue and come to a resolve. The staff of our school have extremely tight schedules. In order to provide maximum effectiveness for students during the day, staff have regular meetings before school and planning time after school; being late for pick up compromises the effectiveness of our staff and ultimately penalizes your student. If your student leaves MDS throughout the day (for a field trip, community outing, etc.) s/he will be transported in a Milestones approved vehicle or bus hired by us. All Milestones' vehicles are driven by teachers, clinicians or administrators who have successfully passed our driver instruction training program. School vans or charter buses are operated or hired by Milestones Day School to enhance learning opportunities such as field trips. We ask that all students follow bus/van safety rules, which include, but are not limited to, keep hands, head and all other parts of body inside the bus/van (do not hang out the window), stay seated while bus is moving. If riding on the van, all students must wear seat belts while the van is moving, keep feet out of the aisles. Do not lean out into the aisles, no food or drink is allowed on bus/van, do not throw anything out of bus or in the bus/van, screaming or other behavior that distracts the

driver is not permitted, do not place any items at the front of the bus that will block the doorway. All items brought on the bus must be taken to your seat.

FOOD

- **Lunch and Snack:** Please provide your child with a healthy lunch and snack (including drinks) each day. Each class has a microwave if your student has something that needs to be heated. We respectfully request that you limit the preparation involved in your student's lunch/snack as our rigorous curriculum permits limited time for meals (i.e., things with multiple containers, several sauces, lots of preparation for cooking take valuable teaching time away from student's schedules). As an alternative, students are permitted to buy food at the building's cafeteria. This cafeteria is not run by MDS and we have no control over the food preparation or allergens that may be in the food. Please also note, this is an adult cafeteria, which has items such as soda, candy, and other sweets. While students are not permitted to purchase soda, we can suggest healthier items to students, but do not have control over what they will purchase. Any student who has behavioral difficulty in the cafeteria will not be permitted to buy lunch there. The cafeteria has a debt-card system where students can bring cash and receive a debt-card that can be reloaded with cash. MDS is not responsible for keeping track of student's lunch money or debt cards.
- **Cooking:** MDS students engage in regular cooking activities. Staff does their best to take allergens or food restrictions into account, however, because many of our students have food allergies or restrictions and some are allergy opposed (meaning, the substitute that one child can have may cause allergies for another child), every meal prepared may not be appropriate for every child. Students with allergies or food restrictions, may opt out of cooking for those particular meals.
- **Nut Conscious:** Milestones is a nut conscious environment. Please make sure to check your student's food labels prior to sending in lunch, snack, or special treats (including birthday food). Labels that list a nut product (or nut related product - see allergy policy for more specific info), and labels that say, "made on the same machinery as nuts" or "may contain traces of nuts" are not acceptable, however labels that says, or "made in a facility that produces nuts" are acceptable. As most people are aware, allergies are on the rise. As a response to this changing and challenging situation, Milestones Day School has adopted the following policy to minimize any potential allergen exposure that might occur and decrease confusion for students, families, and staff. As peanuts and derivative products are the allergens most often identified with potential anaphylactic events in a school setting, this policy focuses upon these food allergies. Milestones Day School and the families of allergic students acknowledge that despite our good faith efforts, we cannot guarantee an absolutely allergen-free environment. The goal of this policy is to create a peanut/nut-aware environment, which will reduce the risks to students with life threatening nut allergies. We also encourage families of students with any life-threatening food allergies to advise Milestones Day School and work with staff to develop a safety protocol appropriate for their student's medical needs. Therefore:
 - It is the responsibility of parents to notify Milestones Day School of students with medically documented food allergies. Milestones Day School does not have diagnostic responsibility.
 - An Individualized Medical Plan will be developed for all food allergic students.
 - MDS recommends that all food allergic students should have a medic alert bracelet or necklace
 - Students are prohibited from bringing products that are made with nuts (including peanuts and tree nuts – see list below for specific ingredients). Students are also prohibited from bringing in snacks where *cross contamination might have occurred. These labels usually read "processed on machinery that also processes nuts" or "may contain traces of nuts". Because it would be impossible to completely restrict what students are permitted to bring, we will allow food where the label says, "Processed in a facility that also processes nuts."
 - Students will be encouraged to wash their hands from time-to-time to reduce the risk of cross contamination of allergens due to accidental contact or ingestion.
 - Milestones Day School will not be a purveyor of peanuts, nuts or derivative products, but we cannot control what the building cafeteria serves.
 - If necessary, parents shall provide an EpiPen or other medical interventions for students with food allergies.
 - EpiPens will travel with the student when away from the school.

Additionally, if your student has allergies, you and your student's physician will decide if your student is able to eat specific foods and/or participate in cooking activities at Milestones Day School as we cannot absolutely guarantee that the ingredients or environment are completely allergen free. Should you decide that you would like your student to participate in eating food provided by families or Milestones Day School, or you would like your student to participate in cooking activities or tasting group, we will need to have your and your student's physician's signed consent. If you advise us that your student is unable to participate in eating food provided by us or other families, we will try to give you at least one week's notice and you, at your discretion, can provide an appropriate substitute. The families of students who have allergies also appreciate your understanding and cooperation as not having a specific food might be disappointing to your student, but can have adverse consequences for their student. Milestones Day School and its families cannot be held responsible or liable for any student who has an allergic reaction at our program even if your student does not participate in eating or cooking at Milestones Day School.

- *Cross Contamination:* occurs when food which is not part of the ingredients accidentally becomes part of the food. Cross contamination most commonly occurs when someone touches an allergen and then touches the food product, when a cooking utensil with an allergen on it is used to prepare the food product, when there is an allergen or residue on the cooking equipment.
- *Tree Nuts are the following:* almonds, brazil nuts, cashews, chestnuts, filberts, hazelnuts, noisettes, Nutella or gianduja (a creamy mixture of chocolate and chopped toasted nuts found in premium or imported chocolate), hickory nuts, macadamia nuts, marzipan/almond paste, nougat, Nu-Nuts™ artificial nuts, nut butters (i.e., cashew butter, almond butter), nut oils, nut paste (i.e., almond paste), pecans, pine nuts (pignolia, pinion), pistachios, walnuts
- *Other hidden tree-nut allergens:*
 - Nu-Nuts™ artificial nuts are peanuts that have been decaffeinated and recaffeinated with a nut such as pecan or walnut.
 - Avoid natural extracts such as pure almond extract, and natural wintergreen extract (for the student who is filbert/hazelnut allergic). Use imitation or artificially flavored extracts.
 - Holiday baked goods often contain nuts.
 - Ethnic foods, commercially prepared baked goods, and candy can be cross-contaminated with nuts since nuts are frequently used in these types of foods.
 - Tree nuts are added to an increasing variety of foods such as barbecue and cooking sauces, pastry dough, whole grain cereals, rustic crackers, and various ice creams.

FIELD TRIPS:

Students at Milestones Day School take various field trips during the year. Most of the time we will let you know ahead of time about a trip, however sometimes we opt to take a spontaneous trip. Field trips during the year tend to be academic in nature as well as therapeutic to practice social and life skills. During the summertime, students at Milestones Day School take many field trips to practice socialization. In June of each year you will receive a calendar of summer events. Milestones pays for admission for field trips, however we occasionally may ask families to contribute to a field trip fund.

We encourage families to attend field trips when possible. For some students, having a parent attend a field trip can be stressful. For those individual students we will meet with the family prior to the trip to discuss the appropriateness of the family attending or to set ground rules for the student if the family would like to attend. Families are permitted to ride the bus with us or take their own car. If you take your own car, please make sure to meet us when we arrive as many of the locations are large and we can't hold the other students up if we have to wait. If you take your own car, Milestones is not responsible for parking fees or tolls. For the consistency of the kids and to run smooth field trips, it is very important that we follow the field trip guidelines.

Prior to going on the field trip – make sure:

- Please review the field trip with your student
- Please dress your student appropriately for the weather. Even if it is an indoor field trip, we might be outside for part of the time.
- Please make sure to pack your student with snacks and a lunch that doesn't need to be heated or lots of prep.
- Please ***DO NOT send your student with money.*** Students are not permitted to purchase items at the gift shop.

If you are attending the field trip:

- Please make sure you and your student stay with your student's class
- You will be assigned your own student and will be responsible for him/her.
- If your student is having difficulty, please be in good communication with us if you would like us to handle the situation or you want to do it yourself.
- If your student becomes overly agitated or unsafe (as with any other student), we will ask you to take your student home.

Students who exhibit aggressive behavior resulting in time out two school days prior to a field trip will not be permitted to attend. These students will stay behind with one staff member doing academic work.

INDIVIDUAL AND GROUP PHOTOS:

Each group will have an individual and group photo taken during the fall. Photos will be available to download on the web and one printed copy.

BIRTHDAYS/HOLIDAY CELEBRATIONS:

Milestones Day School celebrates diversity and we teach students to take others' perspectives by respecting their various beliefs. We do not discriminate on the basis of religion, race, or creed. For this reason, we celebrate various holidays and birthdays, but our school does not subscribe to any religious practices. Should your student have a birthday during the year we welcome you to bring in healthy treats for students to share. We request that you limit extraneous paraphernalia that can be over stimulating for the kids. If you send in food, please make sure the ingredients are clearly labeled and that the products are nut free. Also, please let the head teacher know so we can inform other families in your student's group in case of allergies – this way all students can be included and celebrate.

SCHOOL SUPPLIES (updated 8/2011):

- Milestones requires that families provide students with basic supplies such as pencil, notebooks, paper, and basic calculator (for older students or students who require the use of a calculator). For students who participate in higher-level math, we may ask your family to purchase a scientific calculator or other related items. During the first week of school, your child will receive a list of school supplies required.
- All students will be issued one set of textbooks each year and will take them home for homework. Students will be responsible for these books and will be required to pay for the cost of replacement in the event one is misplaced or lost. Should you wish, you may purchase duplicate textbooks (please contact Milestones' Administrative Assistant to place an order). Please do not send your student in with other organizational items, as Milestones has a school wide system to help students with executive issues.
- Students will also be issued one laptop computer or IPAD which we will load with appropriate software. Students are permitted to take home their laptop computers to work on their homework assignments when necessary provided the student has a safe and padded carrying case to transport the laptop in. In addition, bringing home laptops is a privilege. We expect that students will respect school property. This privilege may be revoked at anytime. Students may not load or download programs or games on their computers. Anything that needs to be loaded must be done by our IT department.

- When the student no longer attends Milestones Day School or at the request of school personnel, all materials shall be returned in good working condition. Should materials, except textbooks, be returned in subpar condition or in need of repair, the student's family is responsible for the cost of repairing or replacing the equipment.

LIBRARY MATERIALS:

MDS houses a small library and students are encouraged to borrow books out for a 2 week period. Any books which are not returned by the end of the school year will be considered lost and parents are responsible for payment.

INTERNET ACCESS & SOCIAL MEDIA

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards and to communicate with individuals throughout the world. These resources are intended to further educational goals and objectives, but students may find ways to access materials that contain illegal, defamatory, pornographic, inaccurate, or potentially offensive information. Students who use any technology in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up to and including the loss of the right to use the technology. MDS has taken available precautions to restrict access to controversial materials on the Internet. However, on a global network, it is impossible to control all materials. MDS believes that the valuable information and interaction available on the Internet far outweighs the possibility that users may find material that is not consistent with our educational goals.

The use of our technology is a privilege, not a right and may be revoked at any time. The following is a general list of internet and computer expectations:

- Students will use appropriate language and visit appropriate websites only. Use of profanity/unacceptable language or accessing any kind of pornography or any other objectionable material using the computers in any respect is not acceptable.
- Students should NEVER give out personal information about themselves, a fellow student, or our school (including telephone number, address or email address) on any web page.
- Students will only use approved software which will be loaded on the students computer. Any software brought from outside the school may not be inserted into the computer. If anyone should attempt to use software that is not approved, an adult will confiscate it.
- Students' email accounts at the school are not private property, and s/he should never assume s/he is the only person who can read his/her email messages. S/he will never send or keep anything that s/he would want confidential.
- Students will respect the integrity of our network or computer system by not changing its performance or settings, intentionally making it malfunction, or adding or deleting any programs or information resources.

MDS respects the right of employees, students, and families to use social media and networking sites, as well as personal websites and blogs, it is important that any such personal use of these sites does not damage MDS reputation, its employee or its students or their families in any way including making defamatory or disparaging statements. All users should understand that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

We request that students and families do not write about other students or staff at Milestones on social media or other websites (such as Facebook, Twitter, U-Tube, Flickr, blogs, bulletin boards, etc.) Students are never permitted to post videos, photos, or other identifying information about MDS, its students, staff to the web. At times, a group lead by a teacher or therapist may post information to the web that is appropriate in nature (i.e., staff post a videotape of a science experiment that the students created, etc.)

Some students may have Facebook or similar accounts and may wish to "friend" staff members. Milestones' staff are never permitted to have students join their social media sites and are never permitted to join a student or parent's social media site. This policy helps keep boundaries between students and staff members.

VISITORS:

Milestones has many visitors throughout the year to observe the general program; we offer tours throughout the year for parents, professionals, and community members. Of course, identifying information is always kept confidential! Students will only be specifically observed if your school district is paying for the program and they want to send a representative to observe the student or you have signed consent for a person you request to observe your student. Parents are permitted to visit at anytime without making an appointment. For many students having their parent observe them can make them feel anxious or causes them to act disruptive. Should this be the case we will make alternative arrangements for you to gain information about your the student's programming.

WHAT TO BRING

Students have a locker where they can keep their personal belongings. Students should keep a sweatshirt in their locker and bring a pair of sneakers, if the student wears other types of shoes. Please be advised, do not bring in clothing that is special as Milestones cannot be responsible for it; every year some clothing is lost.

WHAT NOT TO BRING

Milestones cannot be held liable for lost items. From time to time we do accidentally lose a sock, or shirt, so please do not permit your student to bring anything with emotional attachment or monetary value to school. This includes, but is not limited to: expensive equipment / toys, money, jewelry, etc. Many students use video games or MP3 players/iPods on the bus or as a coping skill. Milestones permits use of this equipment, however we cannot be responsible if something happens.

We respectfully request that any game or materials that contains inappropriate content (i.e., violent, sexually explicit, or inappropriate language remain at home) should be left at home; parents should monitor what items their child is taking to school.

CELL PHONES:

Many students have cell phones. When entering school cell phones must be turned off and kept in the student's locker for the entire school day. Text messaging is never permitted. If a student is unable to keep the cell phone in his/her locker, the administrative staff will need to collect the cell phone each day at arrival and will give it back upon dismissal or might ask the student not to bring the phone in the first place. Students who wish to call their parents in the middle of the day, may use Milestones' main telephone.

DRESS AND HYGIENE CODE:

Students are expected to engage in regular hygiene such as showering, washing hair, hands, and face, and brushing teeth. Students are also expected to dress appropriately; they may not wear extreme or ostentatious apparel to school. If there is doubt about a particular item of apparel, the student should contact the Executive Director for a decision prior to wearing the clothing to school. If a student comes to school wearing inappropriate clothing s/he will be asked to change. If the student does not have an alternative article of clothing with them, the Executive Director or designee will call the student's family and have them bring an appropriate article of clothing or the student will be sent home for the day. All clothing must be clean. Students must wear appropriate and safe footwear; students are not permitted to wear high healed or open toed shoes including flip flops to gym/sports/fitness. Clothing which overexposes the body (including male or female anatomy, stomachs, underwear, or other sexually explicate body parts) is unacceptable. If Milestones goes swimming, all bathing suits must be one-piece (for girls) and must be properly fitting. Students may not wear lewd or suggestive attire or apparel that advertises, glorifies, or symbolizes: gangs, obscene words, sexual acts, illegal items/substances, racial epithets, sexual preference, or harmful action.

EMERGENCY DRILLS:

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone promptly clears the building by the prescribed route in an orderly fashion or remains in their

classroom as directed. The teachers in each classroom will give the exact directions. Milestones also conducts other emergency drills throughout the year.

SMOKING:

The Education Act of 1993, Section 49, Subsection 37H, expressly prohibits the use of any tobacco products within school buildings, school facilities, school grounds, and school buses by any individual, including school personnel. No student shall use or possess any tobacco related products on school grounds, school related business, field trips or other school sponsored events. Parents, staff and other adults may not smoke on any school related premises including anywhere in the building which we are located, the parking lot, vehicles, field trips, or other school sponsored events.

BATHROOMS (updated 12/23/11):

Milestones has three bathrooms for students to use. We value student's privacy and to the best of our ability will attempt to stay out of the bathroom. However, if a student is suspected or confirmed to be exhibiting unsafe or questionable behavior or a student is taking excessive time in the bathroom a same or different sexed staff member may enter the bathroom. It is Milestones' policy that if a staff member needs to enter the bathroom, there are a minimum of 2 staff members present.

LOST AND FOUND:

There is a lost and found box on the 2nd floor of MDS. This box is emptied before the December and June breaks. Any items not claimed will be donated.

WEATHER

- **Emergency Closing:** In the event of unavoidable incidents, school will remain open as long as safety permits. The closing of the school is at the sole discretion of one of Milestones' Executive Directors (Alex Smith-Michaels, Jennifer Moran, and Deanna Asselin) or their designee. In the event of an unavoidable circumstance that requires us to close our doors, every effort will be made to contact parents to come and get their student. Such circumstances may include: fire, natural disaster, loss of heat/air conditioning, loss of power, or loss of water. If we are required to evacuate, all students will walk to the Hilton Garden hotel in the same parking lot as our school. Should Waltham be evacuated, all students will be transported to a designed location by local authorities. In the event that the parents / guardian cannot be reached, we will refer to the student's emergency contact sheet. Should we be unable to reach the family/guardian or emergency contact, the student will remain with a staff member until the family or emergency contact can be reached.
- **Snow: School Closing or Delay:** Should Milestones close or have a delayed opening your family and bus company will receive an automated message by 6:00 AM to let you know; we are not listed on TV or the radio. If you do not receive a phone call you can assume school is open and running on a regular schedule. Milestones makes its own determination if school is canceled and does not cancel with the Waltham Public School (schools cancel if there is too much snow, but also if the side walks aren't clear, which doesn't impact our students). If Milestones cancels school, even if your town is open there will be no school. There may be times that Milestones is open, but your town is closed. If this occurs, most transportation companies will not transport your child to school. You are welcome to drive your child to school or have a snow day. If there is a snow delay in your town, generally the transportation companies will also delay picking up your child. Please check with your child's individual transportation company for their specific policies. It's important to check ahead of time, because on a snow day they might be very busy and not be able to answer the phone in a timely manner.

HEALTH CARE:

Milestones employees a full time nurse to address any medical needs that may arise on a day-to-day basis with students. In addition, all staff receive training in first aid, CPR, and AED on a regular basis as stipulated by the American Red Cross. All parents will receive annually consent forms permitting Milestones to treat your child in case of an emergency (please see our emergency consent forms for additional details). If our Nurse is absent for the day, MDS will do it's best to find a replacement,

however sometimes this is not possible. In these situations, MDS trained administrators will provide any first aid necessary and will distribute medication, if needed, according to doctor's orders.

If your child has a medical or psychiatric emergency we will immediately inform the child's parent(s) or legal guardians (or DCF, if appropriate). If we are not able to reach you, we will call your emergency contact number, which is listed on our emergency forms that you will fill out annually. It is very important that you provide updated contact information. If your numbers or emergency contact changed during the school year, please let us know immediately.

Should an emergency arise, students are generally transported by our vans or ambulance to the nearest emergency room. In general, if the student is being transported from our facility, the nearest emergency room is Newton-Wellesley Hospital located at 2014 Washington Street, Newton, MA 02462 / 617-243-6000.

Each student is required to have an annual physical and dental exam, which must be submitted to Milestones Day School. Students will not be permitted to attend school without a copy of a current physical. Each year, Milestones will conduct annual hearing, postural, and vision screenings per the Department of Public Health's schedule. If you have any concerns about your child's health, please speak directly with his/her pediatrician. If your child is unable to see the dentist, please simply write a note stating so and submit to our school nurse.

- **Medication:** Any student requiring medication (prescription or over-the-counter) to be administered at school must have the following:
 - A written order from the physician, dentist, or practitioner stating his/her name, address, phone number, student's name, reason for the medication, medication, time, duration, and dosage to be given by the school is required, along with the parent/guardian signature.
 - Medication must be in a pharmacy-labeled container with the most current prescription date. Any over the counter medication must be in the original box and sealed when we receive it (we cannot administer over-the-counter medication that has previously been open. Obviously, once we open it we can re-administer as needed). Any prescription that does not match the physician's order will not be administered.
 - Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist. Parents must either provide medication in person or call Milestones Administrative Assistant in the morning to let him/her know that a responsible adult will be delivering medication. If a parent/guardian is calling, please leave the following information: Name of student, name of medication, medication amount [i.e., # of pills], and consent form (which includes quantity of medication). Consent forms can be downloaded from your student's website. Parents are responsible for the medication until we are in receipt of it. All medication will be counted at the time of receiving and signed off by the Executive Director (or designee), or Nurse and you will receive an email that we are in receipt of it. If there is a discrepancy in any information, we will call immediately.
 - Milestones reserves the right to opt not to administer a specific medication to a student if it feels the medication is dangerous or harmful in anyway, regardless of physician orders.
- **General Illness:** Students participate in a vigorous curriculum throughout the day and are expected to be in good health. Students who have vomited, had diarrhea, or a fever (over 100 degrees) need to refrain from attending school for 24 hours after the last episode. Any student with a contagious or communicable disease will need to stay home until s/he is no longer contagious and/or has been on antibiotics for 24 hours. If your student has a severe cough, excessive nasal discharge, or green mucus, s/he must remain home until the infection has cleared up. If your student has a contagious or communicable disease, please contact our main office as soon as possible so we can inform other families of potential exposure. If your student becomes ill at school, we will contact you immediately. Any student with a communicable disease will be required to have a doctor's note stating s/he is able to return to school.
- **Immunizations:** The Massachusetts Department of Health has established guidelines regarding immunizations to protect the health of all young students. All students are required to have up to date immunizations and we must have your

student's updated health record prior to school starting each fall. Any student who does not have an updated health record will not be permitted to attend school until their record is complete. Should your student not be vaccinated due to religious or medical objections, you must sign a statement of your preferences and release of liability prior to or at registration. If there is an outbreak of chicken pox, all students who are not vaccinated or without laboratory evidence of immunity shall be excluded from our program from the 10th to 21st day s after their last exposure.

POLICIES AND PROCEDURES MANUAL:

Milestones policies and procedures manual is kept at the front desk and available for parents and the public to view upon request.

CONTRACTUAL OBLIGATIONS AND FUNDING:

Milestones Day School is funded by local school districts, state agencies, and private families. Our tuition is inclusive of all services that we provide. Should an individual situation arise and a service is required that we currently do not provide and is not covered under our tuition (i.e., home visits/parent training more than once every other week, physical therapy, etc) Milestones Day School shall inform, in writing, any person or agency responsible for the associated costs incurred as a result of any placement not made pursuant to the requirements of 603 CMR 28.00.

STUDENT RECORDS

Parents/Legal Guardians or students over the age of eighteen (18) are permitted to have access to the student's record if a request is made in writing. The student record includes, but is not limited to, all official records, files, data, test scores, psychological or auxiliary service records, any record transferred to us from another facility/individual, and internet communications.

Student records will be released without consent of the parent/guardian or student only if s/he is over the age of eighteen (18), if requested by the Sending school district/agency (if the student's education is funded by your local town/school and/or another agency), Department of Education, independent or state Auditors, or other official government personnel. To comply with Massachusetts state regulations, Milestones Day School participates in a yearly audit from the Department of Education, Department of Public Health, Operations and Services Division, as well as other governmental agencies.

VOLUNTEERS AND INTERNS

Milestones Day School may utilize student interns and members of the community to augment existing staff members and to further its mission and endeavors. Their support and assistance helps to create a broader network and provides greater opportunities for those serviced. Student interns and volunteers will all be required to consent to and have a criminal record evaluation. Any student interns or volunteers who have been convicted of a crime against children will not be permitted to work at Milestones Day School. These checks are repeated every three years for all staff, volunteers, and interns.

ACTIONS AND ITEMS PROHIBITED

Students who attend Milestones Day School have not had optimum experiences in other educational settings. At Milestones Day School, the student is a part of our community and as such is expected to follow, cooperate, and fully participate in the rules of our school. These regulations were created to keep students safe, happy, and healthy.

- **Sexual Harassment:** Milestones Day School is committed to maintaining an environment in which all employees and students are free from unsolicited and unwelcome sexual overtures. We will not tolerate sexual harassment that is directed towards employees or students. If students or staff members feel they are being sexually harassed they should report the allegation to the Principal, Executive Director, or Milestones Day School's Ombudsman, Lisa Damon (617-946-4880), immediately. Sexual harassment is a form of misconduct that undermines the integrity of the employment relationship. Sexual harassment does not refer to occasional compliments. It refers to behavior that is not welcomed and is personally offensive. That behavior debilitates morale and, therefore, interferes with the work

effectiveness of employees or students. Unwelcome sexual advances, requests for sexual favors, unwelcome touching and other inappropriate oral, written, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to or toleration of such conduct is made a term or condition of receiving preferential treatment.
- Submission to or toleration of such conduct is made a term or condition to avoid an unpleasant or threatening situation.
- Submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting that individual.

- **Aggressive/Assaultive Behavior (verbal or physical):** Aggressive or assaultive behavior in threat, jest, or action will not be tolerated at Milestones Day School. We expect students will utilize learned coping skill or ask for help if they are unable to remain calm. Any student who engages in aggressive/assaultive behavior, be it verbal or in action, shall be subject to ramifications up to, and including, suspension or expulsion. See behavior section for more details.

- **Threatening Behavior (bomb, intent to harm, etc.):** No student shall be permitted to engage in any threatening behavior regarding any relation to the school both on and off school premises. These behaviors include, but are not limited to: (1) Anything related to a bomb, fire, offense, catastrophe, or other emergency knowing that the report is false or baseless, (2) Anything related to a weapon (physical or chemical), (3) Anything related to injuring or assaulting another person. See behavior section for more details.

- **Items Not Permitted on School Premises or Events Include:**

- **Weapons:** Since it is impossible for us to determine the reason that a student might possess a weapon, it is our position that all weapons (real or simulated) must be prohibited at Milestones Day School or any school sponsored event. A weapon in a student's vehicle is considered to be in his possession. The following items are examples, but not exclusive examples of what constitutes a weapon: knife, razor, box cutter, ice pick, gun, ammunition, explosive/firecracker, mace, pepper spray, hand held laser pointers, chemicals, switchblades, screwdrivers, chains, bricks, rocks, ropes, water guns, incendiary devices, lasers, wallet chains, or any other object that reasonably can be considered a weapon or dangerous instrument by the school, on school grounds, on school buses or vans, or at any school-sponsored event, during or after regular school hours. The penalty for possession is an automatic suspension and a recommendation for expulsion. As a parent it is imperative that you be sure that your student does not bring anything that could be considered a weapon to school. For example, we have no choice but to classify such objects as pocketknives as weapons.
- **Alcohol or Drugs:** In an effort to create a healthy environment for students and staff members, Milestones Day School prohibits the possession, use or distribution of illegal drugs and/or alcohol on school property or as a part of any school activity. Prohibited substances shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance, or beverage containing alcohol or intoxicant of any kind. Students are not permitted to carry medication (prescription or over the counter) with them at any time. This policy applies to any student who is on school property, who is in attendance at school or at a school sponsored activity, or whose conduct at any time or in anyplace interferes with or obstructs the mission or operation of the school. Compliance with this policy is mandatory. Any person found of the following shall be subject to disciplinary action: (1) To sell, supply, or give, or attempt to sell, supply, or give to any person any illegal or prohibited substances or medication. (2) To possess, procure, or purchase, to attempt to possess, procure, or purchase, to be under the influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the substances listed in this policy. (3) Controlled substances may be possessed and used by a student who has a prescription for the substance, provided the substance remains in the container in which it was obtained from the pharmacist. Any medication, controlled or not controlled, shall not be shared and shall only be used as directed by the prescribing physician.

BEHAVIOR

GENERAL INFORMATION

All staff receives annual training on behavior management including, but not limited to, items listed below. Milestones Day School protects students from mistreatment by assuring that no student will be subject to abuse or neglect, cruel, unusual, severe or corporal punishment including: any type of physical hitting inflicted in any manner upon the body, incitement or encouragement of mistreatment from other students, transfer or threat of transfer for punitive reasons, retaliation due to a report of program violations, verbal abuse, ridicule or humiliation, denial of food, denial of shelter or bathroom facilities, physical activity that jeopardizes the health, safety, or emotional stability of a student including requiring the student to assume an uncomfortable position, group consequences for an individual's misbehavior, or extensive separation from the group.

BEHAVIOR MANAGEMENT PHILOSOPHY AND PROTOCOL:

Given the nature of our program and population, we will make every attempt to have staff prevent altercations between peers. In general, we are unable to appropriately and adequately service students with significant ongoing behavioral issues, chronic and active suicidal ideation, or homicidal ideation. However, many of our students do exhibit minor behavioral difficulties that are directly related to their disability such as becoming over-stimulated and melting down, misreading a social cue and getting upset, occasionally, acting out to avoid tasks or gain staff's attention, making comments that may appear "rude" or blunt, etc. It is the school's fundamental belief that children who engage in acting out behavior are lacking appropriate coping skills or resources in that moment. When children engage in this type of behavior we use these situations as learning lessons and teach them using social corrections such as role-playing, social autopsy, apologizing, writing social stories, etc. For some students, use of behavior reinforcement systems may also be appropriate at this time.

Milestones' Staff strives to recognize early warning signs that a student is becoming stressed with the ultimate goal to teach the student to recognize these warning signs and take action at this stage to prevent further escalation. Each student has their own early warning signs; some examples might be excessive talking, excessive questioning, increased fidgeting, etc. Milestones' staff members do their best to recognize these signs and intervene at this level before the situation escalates or a crisis occurs. Most techniques involve helping the student recognize that his/her body has changed arousal levels (i.e, using a 1-5 scale to give vocabulary to increased anxiety, increased anger, etc. or a body recognition chart to see where s/he is becoming more tense) and help the student to employ strategies to decrease his/her arousal level. Some techniques that may be effective include: playing with a fidget, taking a quick break in the sensory room, reading a book, processing with a staff member, etc.

The school's approach to behavior management is based on an extensive system of positive reinforcement for appropriate actions, tangible rewards, planned ignoring of specific and well-defined behaviors, and consequences for inappropriate actions. For the most part, students receive verbal encouragement and concrete rewards/privileges for positive behavior. Our approach includes changing the antecedent (what comes before the behavior) or changing the consequence (what comes after the behavior), as appropriate. For example, if a child is sensitive to noise and acts out whenever there is excessive noise we might alter the antecedent by making the room more quiet and/or providing head phones for the student. We may also alter the consequence, by giving the child a reward each time s/he tolerates being in a noisy environment. All students use a standard token-economy system and earning points ("tokens") for pro-social behavior or absence of specific targeted behavior displayed. The targeted actions are based upon a combination of school-wide expectations and individual goals. All of our students follow a school wide behavior plan called and Response and Intervention Protocol (RIP), but many students also have an Individual Response and Intervention Protocol (I-RIP) that deviates from our school-wide behavior plan to either address specific issues that are not targeted in our school-wide RIP and/or when the school-wide RIP is not effective. Parents or legal guardian(s) are required to sign yearly consent to Milestones' Response and Intervention Plan. Any time a student is placed on an individualized Response and Intervention Plan (I-RIP), the parent or legal guardian(s) will also be required to sign consent before Milestones will implement the new plan.

Students may exhibit a variety of behaviors. Some of which Milestones will create specific plans to address. Other behaviors may be beyond the scope of what Milestones can offer and we may refer elsewhere for the student to receive help on a short term or permanent basis.

All students at Milestones use our Response and Intervention Protocol which is outlined in this document. Parents sign yearly consent to this standard school-wide behavior plan. If a student requires a modification from this protocol, the classroom staff provide data on the specific concerning behaviors and then the students is discussed at a Response Team Meeting where an Individual Response and Intervention Protocol (I-RIP) is created. This document is provided to the student's parents/legal guardian(s) and the parents/leal guardian(s) must provide written consent in order to use this new protocol. Some examples of concerning acts that may warrant an I-RIP include, but are not limited to: any concerning behavior that lasts more than 2 weeks and is backed up by data collection from teaching staff, school refusal that lasts more than 3 consecutive days, physical threats or injury to self that is not immanently dangerous (ideal threats, hitting self in the head, etc.), high risk behavior (bolting out of school, doing something impulsive that results in unsafe behavior and was not planned), sexualized behavior, bullying behavior, or anytime a student requires an escort, restraint, or in-house suspension.

Due to the nature of our student's disabilities, some students may exhibit suicidal thoughts from time to time. Depending upon the severity of the thoughts, Milestones may make a referral to the Milestones or an outside crisis team and/or may transport the student to the nearest emergency room for a psychiatric evaluation. Examples include, but are not limited to, any indication of suicidal ideation including verbal, written, gesture expression or another student's report such as, "Billy told me he was going to kill himself", any indication of homicidal ideation with intent to harm (this includes verbal, written, gesture expression or another student's report such as, "Billy said he was going to kill me"). This does not include impulsive statements that are frequently stated such as a student being upset and saying very casually, "I'm going to kill you". Any referrals to the crisis team will also include a phone call to the student's parents, district, and both Milestones and outside therapists, if applicable.

Milestones is not equipped nor do we have expertise to work with students who exhibit physical threats (i.e, threatening to blow up the school), homicidal threats or behavior, sexual assault/aggression with contact, criminal behavior on school property or at MDS related events (i.e, stealing, selling weapons, drugs/alcohol, pornography, etc.), or extreme self-injury in school. Should students engage in this type of behavior we will immediately transport to the nearest emergency room for a psychiatric evaluation and Milestones Day School will hold an emergency meeting to determine if the student's placement continues to be appropriate. Some of the behavior above may also warrant an out-of-school suspension. Only Jennifer Moran, Alex Michaels, or their designee, may suspend a student.

CRISIS PREVENTION INTERVENTION:

The most important aspect of any behavior intervention is knowing the student. Staff must be familiar with each student, their history, what approach works best, and what doesn't work. Each year all of our staff are trained and certified in Crisis Prevention Intervention (CPI). This method promotes verbal crisis de-escalation and minimizes the use of restraints. Should a restrain need to be used, CPI teaches safe techniques which permit the student maximum comfort and do not restrict breathing. Should a child have a behavioral incident, we will use the least restrictive methods while keeping students and other safe. The focus of CPI is to help an individual though a conflict in a way that restores calmness and teaches the individual better, more constructive and effective ways to deal with stress or difficult situations. Some types of interventions may include:

- **Structuring the environment:** including thinking about where we choose to discuss situations, whether we sit or stand, the tone a staff member uses, etc.
- **Touch reminder:** Lightly touching the student's hand, shoulder, or arm may provide a "reminder" that we are there which might provide the person with additional support needed to remain in control (our staff are aware that in some instances, light touch escalates students and will not be used in these situations).
- **Proximity control or taking space:** having someone close or further away to the person might be calming depending upon his/her personality. This may also take the form of asking a child to move to a quiet, neutral, and safe area that minimizes visual and auditory stimulation and assists individuals in regaining control.

- **Prompting / verbal cues:** gentle verbal reminders to use appropriate behavior or learned coping skills or a verbal reminder to stop an undesirable behavior or inappropriate action. We would use one or two reminders before switching to a different technique.
- **Non-verbal cues:** using nods, sign, checklists, hand-gestures, or eye contact to remind the individual of behavioral expectations.
- **Prompting:** reminding the student of coping skills or the first few steps in conflict resolution.
- **Planned ignoring:** When students are engaging in attention seeking behavior and know alternative positive strategies to seek attention but opt not to use them, the staff will use planned ignoring until the student participates in more appropriate behavior, at which time s/he will be praised for his/her appropriate behavior.
- **Redirection:** Turning attention from an undesirable activity to one that is neutral or socially appropriate.
- **Directive statements:** Informing the student what s/he needs to do when the student's ability to make decisions for him/herself declines. Statements may range from requests to listening or rules to demands.

Having a neurocognitive disability, *does not make a person aggressive, engage in serious property destruction, or threaten others with a weapon.* When students engage in this type of behavior, the child is considered out of control and in a crisis. Our staff's role now is to minimize the crisis and keep everyone safe. At this point, the person is not thinking or acting rationally and negotiation or compromise is no longer an option.

Physical restraint will only be used to escort a student to a coping skill or safe environment, manage an episode of serious physical assault, serious self-destructive behavior, or the substantial risk of such behaviors and when no other intervention has been or is likely to be effective in averting the danger. Examples of behavior that may require a physical restraint include, but are not limited to: assaultive or violent behavior, self-injurious behavior (i.e, hitting one's head on a wall or repeatedly punching one's self), threatening injury to self or others with a weapon, or bolting in an unsafe manner. If a student is hurting him/herself or others, as a last resort, the staff will use Crisis Prevention Intervention protocols; the staff will employ the use of restraint/escort. If we are in the community, the staff will physically restrain a student or escort him/her back to the school bus/van. If we are in our building, the staff will place a student in a time out space until the student has regained control. The time out space is a small room with four walls, a door, and a one-way mirror to monitor the student at all times. For a student to show s/he is calm, a staff member will direct the student to calmly sit against the back wall for one minute. Once this is achieved, the staff member will open the door for 1 minute while the student continues to sit against the arrow in the time out space room. Next, the staff member will provide the student with two choices for a coping skill break (these choices shall be presented in multiple forms including verbal and visual. For some students, the staff are aware of the student's preferred form of communication and will utilize only one method). The student will engage in this coping skill break for a minimum of 2 minutes and when the student is fully calm, will then be expected to return to class. Depending upon the individual student's behavior plan, s/he may process the incident then or at a later time. For some students, processing the incident is counterproductive and in this case, will not occur. If a student is unable to deescalate or continues to escalate and the threat of serious physical harm to him/herself or others is present, a staff member will call 9-1-1 to access the support of police and emergency workers.

Any time a student requires a crisis team's intervention an incident report will be completed by the end of the school day and copies distributed to the child's family and sending district. The original copy will be kept in the child's file and is part of his/her educational record. If the student is not able to remain safe, we will call an emergency team meeting within 5 days of the event. During this period between the crisis event and the team meeting, the student will remain at home or another safe environment.

At a weekly Meeting, directors will review and sign off on any critical incidents involving physical escalation or restraint. At this meeting we will determine if further modifications to the student's behavior plan need to be made including, but not limited to, increasing staff awareness of new or different antecedents, or changing the terms of the behavior plan.

RESPONSE AND INTERVENTION PROTOCOL: STANDARD RESPONSES TO BEHAVIORS:

Below is a list of standard responses when a student is engaging in behavior that has not been exhibited before. If a new behavior that is not immediately dangerous or causes immediate harm emerges, staff will collect data for a period of 2 weeks. If the behavior persists, the Response Team will meet to discuss an individual Response and Intervention Protocol (I-RIP). Parents, and in some cases the sending district, is kept abreast of behaviors listed below either through email, weekly phone call, or immediate phone call depending upon the seriousness of the incident.

1. Not following Directions, Refusal, Non-Compliance, Inappropriate Tone/Volume/Cadence

- **Questions teacher should ask:**
 - What is my goal in controlling the student's behavior, following this direction, or using this tone?
 - What is the purpose of asking the student to follow a specific directions?
 - Have I offered choices to the student (would you like to sit on the floor or chair?)
- **Protocol:**
 - Processing with student (using verbal and processing sheet) with the goal of using empathic listening and understanding, from the student's perspective, why the student feels this behavior is the only option to use.
- **Response and Education (administered by any teaching staff, clinical staff, or director)**
 - Processing, if appropriate
 - Failure to earn points

2. Inappropriate acts that instigate and/or make others uncomfortable (i.e. cursing, swearing, talking about inappropriate topics,

inappropriate gestures (i.e. cut throat with finger, middle finger, etc.)

- **Questions teacher should ask:**
 - What is causing this student to feel so uncomfortable or threatened that s/he is engaging in inappropriate behavior?
 - What is the dynamic behind the interaction (i.e, was the cursing aimed at one person or the group)?
- **Protocol:**
 - Talk with the student outside of the classroom to figure out what's going on by asking questions
 - Redirecting, modeling, and explaining how others might feel based upon student's actions.
 - If behavior continues when returning to class, the student will take a teacher directed break to process situation. The break will be in the cool down area, a less reinforcing sensory space or couch.
 - Depending upon the severity and number of times a threatening gesture occurs, this may be considered bullying and may be referred to the bullying protocol.
- **Response and Education (administered by any teaching staff, clinical staff, or director)**
 - Failure to earn points

3. Bullying defined as repeated targeted behavior designed to hurt someone

- **Information:**
 - A big part of intervention occurs with the bystanders
 - Bullying will be addressed with Milestones' ongoing social skills curriculum and bullying curriculum.
 - All bullying incidents should be immediately reported to Alex Michaels and Jennifer Moran.
- **Protocol:**
 - A bullying report must be filled out and submitted to Alex Michaels or Jennifer Moran by the end of the day.
 - Alex Michaels or Jennifer Moran will make a judgement if the incident is a result of true bullying or as manifestation of the student's social skill challenges.
 - If the manifestation results from social skills deficits and observed by a teacher:
 - Have a community meeting either immediately (stop the class) or when the next appropriate opportunity arises. The closer to the event, the more effective it will be.
 - Take the student out of the class and talk about the situation, with inquiry ask why did s/he target that particular person?

- Mediate between the students involved in the incident
- If the manifestation results from social skills deficits and not observed by a teacher
 - Verbally report to Alex Michaels or Jennifer Moran immediately and they will launch an investigation.
- If the incident is not a result of the student's challenges or the student is engaging in repeated bullying incidents, Alex Michaels will notify the student's parents, district, and any other necessary person involved. If criminal charges may be pursued, Alex Michaels or Jennifer Moran will notify law enforcement
- **Response and Education (Administered by Alex Michaels, Jennifer Moran, or their designee)**
 - An investigation will launch, starting with teacher/counselor if observed; or Alex Michaels and Jennifer Moran if not observed.
 - If incident was observed by an adult:
 - Student should immediately be sent to the Director's office and await to speak with the Director of the Day. A Counselor will stay with the student and monitor him/her until the event is processed.
 - The student will have a lunch detention during the next lunch period with bullying intervention protocol monitored by a counselor.
 - If incident was not observe by an adult, but substantiated after an investigation, Alex Michaels and Jennifer Moran will determine consequences based upon their findings.

#4 Bolting:

- **Information**
 - Bolting is interpreted at Milestones as the student is feeling overwhelmed and needing to escape from something. The focus should be on finding out what the student is trying to escape from and teach a better alternative.
 - Bolting is defined as leaving the assigned area without permission
 - If a student bolts more than 2 times in a week, this would necessitate an immediate discussion at the Response Team Meeting.
- **Protocol:**
 - If a student bolts outside of exterior doors of the building or if the student bolts off the playground/outside space to a dangerous spot (i.e, in to the parking lot), staff will immediately passively escort, but if necessary, physical escort to the cool down space, a less preferred sensory space or couch area.
 - If the student bolts, but not dangerously, staff will verbally request that the student stops and attempt to verbally engage student.
 - If student is able and willing to talk, staff will explore what lead the student to leave the space (I'm going to sensory room and review proper protocol such as, "please ask for a break"; "please ask to use the bathroom". Staff should role play more appropriate responses immediately.
 - If student is unresponsive to verbal engagement, staff should call a code and maintain a safe distance to ensure safety of student and appropriate body positioning to prevent dangerous bolting. Give the student space and wait until the student is able to have a verbal dialog.
 - If student engages in a dangerous bolt on field trip, the student will not be permitted to leave Milestones' building until the team believes the student is safe based upon a discussion at the Response Team Meeting.
 - If a student engages in a non-dangerous bolt or wanders away on a field trip (i.e, impulsively bolts to the next room to visit the exhibit before s/he is instructed to), a staff member is immediately assigned by the head teacher to provide 1:1 coverage for this student, the staff member will review the expectations and give the student one warning. The staff will positively praise the student several times when s/he is staying with the group. If the student bolts again, the student will leave the field trip immediately and return to MDS.
- **Response and Education (administered by any teaching staff, clinical staff, or director)**
 - All students who engage in dangerous bolting behavior or bolting on a field trip that warrants coming back early will fill out a processing sheet.
 - Failure to earn points

- May result in loss of field trip privilege

#5 Verbal Escalation:

- **Definition**
 - Students who are exhibiting loud yelling while upset
- **Protocol:**
 - With a neutral tone and body posture, the staff gives the student one (1) reminder to use a softer voice and asks the student if s/he wants to talk outside the room.
 - If behavior escalates, the staff asks the student in a neutral tone of voice and body posture to leave the classroom by saying a phrase such as, "Let's take a break".
 - If student refuses, the staff will tell the student, "I'm going to count to 4, you can walk by yourself or I'm going to help you." If the student is unable to walk him/herself, the student will be guided out of class to the calming area, a less reinforcing sensory area or the couch (student will pick the choice). If student refuses to be guided, a full escort will be used.
 - If student is in control, staff will give the student a choice of the calming area or sitting on the couch
 - If the student is not in control, as defined by physical aggression towards others, the student will be escorted to time out.
- **Response and Education (administered by any teaching staff, clinical staff, or director)**
 - Failure to earn points
 - When the event is over, staff will process with student verbally or use a processing sheet.
 - Modeling and rehearsing/role playing appropriate ways to get needs met

#6 Non-Contact Disruptive Behaviors

- **Definition**
 - Aggression directed at no one in particular such as flipping a desk, kicking a locker, swiping objects off a desk, etc.
- **Protocol:**
 - Staff directs the student to take a break outside the classroom (calming area or couch)
 - Staff uses a processing sheet to determine why student engaged in specific behavior
 - Staff and student discuss alternatives to behavior
 - Staff member calls the student's parent to let him/her know of the incident
- **Response and Education (administered by any teaching staff, clinical staff, or director)**
 - When student deescalates or at a good time for the teacher (student must clean up the mess s/he made)
 - Student will not earn points
 - Student will have a lunchtime and recess detention (or if incident occurs after lunch, the next day is a lunchtime/recess detention). If the student was planning on buying lunch, the staff member may purchase lunch for the student, but the student is not permitted to go to the cafeteria.

#7 Isolated Act of Aggression

- **Definition**
 - The student tries to hit another person but misses, student kicks another person, or student throws an object towards a person. Isolated is defined as being in control after the aggression occurred evident by not repeatedly engaging in the behavior (i.e, kicks another person once and then stops).
 - If the incident is truly a non-contact disruptive behavior but the student accidentally hits someone in the process, the incident is classified as a non-contact disruptive behavior (i.e, student is upset and swipes a chess board off the desk and the pieces accidentally hit a student. However, if the student threw the chess board at a person this would be an isolated act of aggression).

- This does not include acts of aggression that occur within contact sports (i.e, if students are playing a game and one student hits another with a ball)
- **Protocol:**
 - Staff directs student to take a break outside the classroom (cool down or couch)
 - Staff uses a processing sheet to determine why the student engaged in specific behavior
 - Staff discusses alternatives to the behavior and role plays.
 - Staff member calls the student's parent to let him/her know of the incident
 - A Director fills out a suspension sheet which is sent to the student's parent and district
- **Response and Education (administered by Alex Michaels, Jennifer Moran, or their designee)**
 - 3 hours of in-house suspension (suspension starts as soon as the student is brought down to the Director's office and continues through the next 3 school hours. This means, if an incident occurs at 2pm, the student would remain at in-house suspension for the rest of the day and start the next morning in in-house suspension for 2 hours. If the student is absent the next day, when the student returns s/he will fulfilled the remainder of in-house suspension). If the student is not able to remain safe during in-house suspension, the student will be sent home for the next 6.5 school hours.

#8 Non-Isolated Incidents of Aggression:

- **Definition**
 - Body-to-body unsafe contact, more then one attempt during a single episode (i.e, several times punching, hitting, biting another person, etc.). This includes an attempt to engage in physical contact but the student misses)
 - Using objects as weapons, more then one attempt during a single episode (i.e, student throws multiple objects off desk at person).
 - The spirit of this behavior is that the student is aggressing and not stopping and not able to get back in control. If a student is throwing a punch at another person, staff should not wait to see if it continues - they should intervene immediately. However, there are times that staff may not be able to get to a student in time and the student has stopped the behavior or the student deescalates on his her own very quickly after a punch is thrown - in these instances, this would be considered an isolated act of aggression. The point of differentiating is (1) if a student has deescalated on their own, we do not want to put our hands on him/her which will re-escalate the student. (2) We want to reinforce a student by having a lesser consequence if s/he makes an impulsive bad choice but is able to recognize this and independently stop him/herself vs. needing to have an adult calm him/her down.
- **Protocol:**
 - Escort student to time out using CPI procedures
 - Immediate discussion with other students about incident. Touch base with individual students at wrap up to assist students who process events more slowly or may have a delayed reaction.
 - Discuss again at community meeting the next morning (some students may have delayed processing or may have additional concerns). This gives students an outlet to discuss their concerns.
 - The crisis leader will immediately send an email to all teachers letting them know about the incident.
 - An incident report needs to be filed with the Director of the Day by the end of the day. Staff may not leave until the incident is filed.
 - The Director of the Day will call the student's parents and send a report to both the parents and district.
 - Immediate review / debriefing with staff at 7:30am the next morning with the Response Team. Staff would include all members of the student's team (even if they were not involved in the incident).
 - An immediate referral for an Individual Response and Intervention Protocol will occur.
- **Response and Education (administered by Alex Michaels, Jennifer Moran, or their designee)**

- In-house suspension for full day (6.5 hours). The student will complete assignments during in-house suspension. Any assignments missed as a result of the behavior will be assigned for homework on top of the student's daily homework. If the student is not able to remain safe during in-house suspension, the student will be sent home for the next 6.5 school hours.
- Processing event with a team member
- Follow up meeting with the student's parents (in person or by phone) and team prior to the student reentering the classroom. If the student's parents are not able to meet, the staff will hold a meeting and send the parents notes.

ANTI-HAZING:

Hazing 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.

Non-school affiliated organization shall mean any group or organization that operates on the campus of a secondary school but is not under the authority of such school.

Secondary school shall mean any school, be it public or private, that has been designated or approved as a secondary school by the school committee.:

In December 1987, the anti-hazing legislation, Chapter 269, Sections 17 through 19, was amended by the Legislature in Chapter 665 of the Acts of 1987. The amendment increases the criminal penalties for hazing infractions and alters the manner in which institutions notify individuals of the law.

Specifically, WPI is required to inform groups, teams or organizations of the provisions of M.G.L. Chapter 269, Section 17, 18 and 19, which are below. A club officer must read sections 17, 18, and 19 of this law and pass out a copy to each member of the organization. Once you have shared the information with your organization, sign the bottom of the page and return it to the Student Activities Office. Have all of your members sign the attached sheet.

Not only is hazing against the law, but it is a practice which diminishes the integrity of individuals and their organizations. Hazing is clearly defined below, and has no place in our society, particularly at an institution of higher education. WPI is committed to emphasizing that all organization activities be made constructive, educational and safe. Therefore, in support of the college's commitment to the mental, emotional and physical well-being of every student, it is the policy of the University and the Commonwealth of Massachusetts that "hazing" in any form be prohibited, and its practices in any fashion be condemned.

Commonwealth of Massachusetts An Act Prohibiting the Practice of Hazing

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than 1 year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections 18 and 19, 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.

Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 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 \$1,000.

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 acknowledgment 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 regents 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 regents 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.

General Policy Statements

- No student, teacher, coach, administrator, volunteer, contractor or other employee of the district shall permit, condone or tolerate hazing.
- No student, teacher, coach administrator, volunteer, contractor or other employee of the district shall plan, direct, encourage, aid or engage in hazing.
- The district strictly prohibits students from engaging individually or collectively in any form of hazing or related initiation activity on school property, in connection with any school activity or involving any person associated with the school, regardless of where it occurs.
- Consistent with the district's Code of Conduct, any student who participates in hazing or related initiation activity will face immediate disciplinary action, up to and including suspension, expulsion, exclusion, and loss of the privilege of participation in extracurricular activities.
- Students who participate in hazing may also be referred to appropriate law enforcement authorities and may face subsequent prosecution.

- Consent is no defense to a charge of hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions or penalties contained herein.
- This policy applies to behavior that occurs on or off school property, and during, before and after school hours.

ANTI-BULLYING

Priority Statements: Milestones Day School expects that individuals will treat others with respect and dignity. Our rules are in place to develop and maintain an environment where individuals feel safe and are respected; where diversity can thrive and people feel comfortable sharing with one another and are respectfully listened to. Milestones promotes the learning and exercise of self-advocacy. We cultivate an environment where behavior does not impinge on learning and where bullying or other misconduct is not acceptable or tolerated. We are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes.

On May 3, 2010, Governor Patrick signed into law comprehensive legislation to address bullying in public and non-public schools. *An Act Relative to Bullying in Schools*, Chapter 92 of the Acts of 2010, requires school leaders to create and implement strategies to prevent bullying, and to address bullying promptly and effectively when it occurs.

The Bullying Prevention and Intervention Plan (herein known as “the Plan”) presented below has been adopted by the Milestones community in response to the Massachusetts law against bullying. This Plan is an integral part of our community and its efforts to promote tolerance of others while preventing behaviors that cause emotional distress and impede the learning process. This Plan will be reviewed and, as necessary, updated biannually. This Plan is also consistent with broader protections at Milestones against harassment and discrimination that is outlined in both our student and faculty handbook. The executive team at Milestones (CEO, COO, and CFO) are responsible for the implementation and administration of the Plan. Questions regarding this Plan should be directed to Alex Michaels, Chief Executive Officer.

Milestones Day School will not tolerate any form of bullying/cyberbullying (herein known as the broader term bullying) nor will it tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Bullying and cyberbullying are prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

All students at Milestones have disabilities and therefore may be at greater risk for bullying and being bullied. In addition, due to the nature of the student’s disabilities, many mannerisms or symptoms of the student’s disabilities may be misperceived as bullying. Milestones also understands that students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. Milestones will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Higher standards of behavior may apply under Milestones policies and procedures in order that we may prevent inappropriate verbal or physical conduct before it becomes bullying as defined under the law. For example, although the law defines bullying as “repeated use” of certain expressions, acts, or gestures, Milestones reserves the right to impose disciplinary measures or other corrective action in a case of a single expression, act, or gesture, as well as in a case of inappropriate conduct that may not rise to the level of the legal definition of bullying. This may occur if the school

determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action or if the repetition of an expression, act or gesture might result in bullying as defined under the law.

To ensure clarity of this document, definitions for key terms are provide below and are drawn from the Massachusetts law against bullying M.G.L. c. 71, § 370.

Definitions:

- Aggressor is a student who engages in bullying, cyberbullying, or retaliation
- Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that
 1. causes physical or emotional harm to the target or damage to the target's property;
 2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 3. creates a hostile environment at school for the target;
 4. infringes on the rights of the target at school; or
 5. materially and substantially disrupts the education process or the orderly operation of a school.
- Cyberbullying, is bullying through the use of technology or any electronic devices such as telephone, cell phone, fax, computer (including picture messages), voice messages, signals, signs, sounds, data or intelligence of any nature, and Internet postings, whether on a webpage, chat room, social networking website, in a blog, or otherwise. Cyberbullying also includes: (i) the creation of a web page or blog in which the creator assumes the identity of another person and (ii) the knowing impersonation of another person as the author of posted content or message, if the creation or impersonation constitute bullying conduct as defined above.
- Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
- Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- School Grounds is any property owned or leased by Milestones, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, a school bus or other vehicle owned, leased or used by Milestones, or through the use of technology or an electronic device owned, leased or used by Milestones.
- Staff includes, but is not limited to, any person to whom Milestones employes or has a contract with or has hired (e.g., bus drivers, building maintenance staff, or persons providing special programming or consultation) or any volunteers.
- Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Leadership/Assessing Needs and Resources/Planning and Oversight

A task force was created in August 2010 to assess what to assess what procedures, resources and curriculum were currently in place to address bullying at Milestones Day School, and to ascertain what additional steps were necessary to meet the requirements of the law. As part of the planning process, school leaders, with input from families, staff, and students, assessed the adequacy of current programs; reviewed current policies and procedures; and assessed available resources including curricula, training programs, and behavioral health services. The task force also 1) reviewed all incident reports, (2) talked with students about feeling safe, and (3) soliciting parent's opinions about their children's needs in terms of bullying, being bullied, and retaliation. In addition, we discussed what training parents desired. This "mapping" course of

action helped us to identify gaps and the most significant areas of need. Based upon these findings, we revised and developed the policies and procedures in this Plan; and worked to strengthen our partnerships with community agencies, including law enforcement. As part of this process, administrators were also trained in the requirements of the law; the CEO and COO. Ongoing, the CEO and COO starting on January 1, 2011 will be as follows:

- Surveying parents, students, and faculty once per year, or more frequently if necessary, about school climate and safety issues including bullying. In addition, at least once per year at PAC meetings, the topic of bullying will be presented to solicit parent's input. In addition, the CEO and COO will provide parent information and training in regard to bullying.
- Continue to stay abreast of legal changes relating to bullying and will provide professional development training on bullying, interventions, and the law annually, or more frequently if necessary.
- Continue to plan supports that respond to the needs of targets and aggressors and choosing and implementing the curricula that the school will use.
- Developing new or revisiting current policies and protocols under the Plan, including an Internet safety policy, and designation key staff to be in charge of implementation of them
- Amending student and staff handbooks and codes of conduct
- Continue to be responsible for reviewing any incident reports, including incidents of bullying. This team will also track and collect data to analyze regarding the prevalence and characteristics of bullying (for example focusing on "hot spots" in the school building and on school groups, busses, etc), aggressors, and targets. The CEO and COO will also be responsible for tracking measured outcomes for bullying education and prevention programs that are implemented.
- Review and update the Plan each year, or more frequently, as necessary.

This planning and oversight of information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for continued prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

Training and Professional Development:

Information about the requirements of MGL c71, & 370, on Bullying was integrated in Milestones annual mandated staff training presentation and provided to all staff within the first week of school. This will be an annual procedure.

Annual training for all school staff (see definition above), on the Plan will include staff duties under the Plan, an overview of the steps that the CEO or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

- *Annual staff training:* Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the CEO or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- *Ongoing professional development.* The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school-wide professional development will be informed by research and will include information on:
 - developmentally (or age-) appropriate strategies to prevent bullying;
 - developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;

- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to (stop) bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
 - fostering an understanding of and respect for diversity and difference;
 - building relationships and communicating with families;
 - constructively managing classroom behaviors;
 - using positive behavioral intervention strategies;
 - applying constructive disciplinary practices;
 - teaching students skills including positive communication, anger management, and empathy for others;
 - engaging students in school or classroom planning and decision-making; and
 - maintaining a safe and caring classroom for all students.
- *Written notice to staff:* Milestones will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Access to Resources and Services:

Milestones is a therapeutic school providing intervention and training for students with disabilities. Almost all of Milestones students have difficulty with some aspects of social skills and relationship. Our curricula includes social skills daily lessons on helping students identify and prevent bullying and factors that relate to bullying.

In terms of curricula, Milestones already has a rich curricula to assist students in tolerance, perspective taking, self-advocacy, and social skills. We will be adding additional evidence-based resources such as, "Second Step". Because Milestones is a school for students with special needs, we already have the following resources available to any student identified as an aggressor, target, or his/her family member(s):

- Two Psychologists who are available to consult with students, families, and staff members on an as needed, or ongoing basis.
- Numerous connections with community resources if students should need outside services providers, if necessary.
- Ability to provide daily social skills training, which emphasizes self-advocacy and bullying interventions
- Ability to provide weekly counseling to help students learn to self-advocate
- All students are eligible to receive individual services such as counseling or social skills to assist with bullying as well.

Each student is assigned a Case Manager who contacts the family on a weekly basis to discuss issues, concerns, and progress regarding their child. If bullying or related issues are raised as a concern, and the family is interested in receiving services, the Case Manager will contact the CEO to make a referral for services. The CEO or designee will make the referral.

Milestones has the ability to provide culturally and linguistically appropriate resources within its school. If we were not able to meet a student's cultural and/or linguist need, we would provide either an outside consultant or help the family find a resource that would meet the students need, including medicaid eligible students. If we have a family where English is not the primary language, we will work with local community resources where these individuals will be able to assist in supporting families to understand the schools' behavioral expectations, to make sense of information regarding incidents that take place in the schools, and to access the supports that the schools provide.

All students with disabilities that affect social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. Starting in September 2010, all students have annual bullying goals/benchmarks added to their IEP.

Academic and Nonacademic Activities:

Milestones has always provided a rich curriculum of self-awareness, tolerance of differences, perspective taking, and empathy. All students will participate in bullying education and prevention classes for at least 1 semester per year. The goal of these classes is to further increase tolerance of differences and celebration of diversity, to concretely recognize when a student is bullying others or being bullied, and a concrete plan for how to respond if the student is being bullied or witnessing bullying.

Specific Bullying Approaches: Milestones has adopted and implemented several age-appropriate evidenced-based curriculums for bullying prevention. All of our students have access to social skills training time throughout the week. During these lessons, our students will partake in bullying education. Milestones will use the following evidenced-based curricula to educate students about bullying prevention.

Since many of our students struggle with social skills, one curriculum that we have adopted is Social Thinking. Social Thinking® is required prior to the development of social skills. Successful social thinkers consider the points of view, emotions, thoughts, beliefs, prior knowledge and intentions of others (this is often called perspective taking- considering the perspectives of others). This is for most of us an intuitive process. We can determine the meanings behind the messages communicated by others and how to respond to them within milliseconds to three seconds! Social thinking occurs everywhere, when we talk, share space, walk down the street, even when we read a novel and relate to our pets. It is an intelligence that integrates information across home, work and community settings - something we usually take for granted! By implementing the Social Thinking curriculum, students are able to take other's perspectives is a prerequisite for positive social interactions.

Milestones has also adopted and implemented Second Step, a bullying prevention curriculum. This curriculum is informed by current research which, among other things, emphasize the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training,

- teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Policy and Procedures for Reporting and Responding to Bullying and Retaliation

Milestones has a clear policy for reporting, investigating and documenting cases of Bullying which is outlined in the student and facility Handbook and is provided to all parents at admission and is posted on website.

- **Reporting bullying or retaliation:** Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral, written, or anonymous. Oral reports made by or to a staff member shall be recorded in writing. Staff members are requested to immediately report any instance of bullying or retaliation the staff member becomes aware of or witnesses to the CEO or designee. Reports made by students, parents or guardians, or other individuals who are not school or staff members, may be made anonymously. The school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, an anonymous drop box, a voicemail box, and an email address.
- Use of an Incident Reporting Form is not required as a condition of making a report. However, Milestones' administrator will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the CEO or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
- At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the CEO or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.
- **Reporting by Staff:** A staff member will report immediately to the CEO or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the CEO or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.
- **Reporting by Students, Parents or Guardians, and Others:** Milestones expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the CEO or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the CEO or designee.
- Responding to a report of bullying or retaliation.
 - **Safety:** Before fully investigating the allegations of bullying or retaliation, the CEO or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The CEO or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The CEO or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an

investigation, or a student who has reliable information about a reported act of bullying or retaliation.

- **Obligations to Notify Others**

- **Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the CEO or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the CEO or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- **Notice to Another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the CEO or designee first informed of the incident will promptly notify by telephone the CEO or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the CEO or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the CEO will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the CEO or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the CEO or designee will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the CEO or designee deems appropriate.
- **Investigation.** The CEO or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the CEO or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The CEO or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the CEO or designee, other staff members as determined by the CEO or designee, and in consultation with the school Psychologist, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the CEO or designee will maintain confidentiality during the investigative process. The CEO or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with Milestones policies and procedures for investigations. If necessary, the CEO or designee will consult with legal counsel about the investigation.
- **Determinations.** The CEO or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the CEO or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The CEO or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the CEO or designee may choose to consult with the students' teacher(s) and/or the school's Psychologist, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The CEO or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the CEO or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

- **Responses to Bullying**

- *Teaching Appropriate Behavior Through Skills-building:* Upon the CEO or designee determining that bullying or retaliation has occurred, the law requires that Milestones use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370(d)(v). Skill-building approaches that the CEO or designee may consider include:
 - offering individualized skill-building sessions based on the Milestones' anti-bullying curricula;
 - providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
 - implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
 - meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
 - adopting behavioral plans to include a focus on developing specific social skills;
 - making a referral for evaluation
- *Taking Disciplinary Action:* If the CEO or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the CEO or designee, including the nature of the conduct, the age of the student (s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the CEO or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.
- *Promoting Safety for the Target and Others:* The CEO or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the CEO or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the CEO or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the CEO or designee will work with appropriate school staff to implement them immediately.

Collaboration with Families:

Milestones will provide strategies to engage and collaborate with students' families in order to increase the capacity of the Milestones to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires Milestones' Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support Milestones Plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. Milestones specific approaches to collaboration takes into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- **Parent education and resources.** The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with Milestones PAC.
- **Notification requirements.** Each year Milestones' Internet Use Policy goes home to all families of students in the Milestones as part of the MDS handbook. This includes the dynamics of bullying, including cyberbullying and online safety. Milestones handbook is also posted online. Each year Milestones will inform parents or guardians of enrolled students about the anti-

bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Milestones will send parents written notice each year about the student-related sections of the Plan and Milestones' Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Milestones will post the Plan and related information on its website.

Prohibition Against Bullying and Retaliation:

- Acts of bullying, which include cyberbullying, are prohibited:
 - on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
 - at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Relationship to Other Laws:

Consistent with state and federal laws, and the policies of Milestones, no person shall be discriminated against in obtaining the advantages, privilege and courses of study of such school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or Milestones policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

TERMINATION:

Transitioning from Milestones

Milestones Day School approaches students' termination in a consistent and deliberate fashion. Given the overall needs of the population served by Milestones Day School planning and predictability are essential in order to maximize a student's potential for success. For students who have mastered our curriculum and are ready to move on, at the annual IEP meeting or other team meeting called, the Team will determine the transition timeline and prospective school(s) the student will be transitioning to. Milestones Day School staff has expertise in transitioning students and is eager to be involved in this process.

When a student is unable to stay at Milestones (planned termination)

Milestones Day School shall notify the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to 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.

When a student is unable to stay at Milestones (emergency termination)

In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, Milestones Day School shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.

Milestones Day School shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, Milestones Day School shall 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 from the special education school program. With the mutual agreement of Milestones Day School and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

CONSENT (updated 12/20/11)

Families are asked to sign yearly consent for various aspects of this handbook and other Milestones' policies. Consent for website/media, videotape or photograph students, swimming, parent directory, health education, yearly school testing, movies, and sunscreen will have NO effect on student admission or standing. Parents may elect these consents without any repercussions.

If families elect not to sign field trip/transportation consent, students will be permitted to attend school, but the student will not be permitted to attend field trips or be transported for any reason except medical emergency. Students will be monitored by office personnel on days where students are away from Milestones. Students will be kept safe, but will not receive academic programming during the field trip duration.

If a parent or guardian withdraws consent at anytime for participation/liability, behavior, anti-bullying/anti-hazing, coordination and collaboration with public schools (only if your district is paying for the placement is this consent state mandated), and research (again, state mandated), the student will be automatically terminated from Milestones.

REGISTERING COMPLAINTS:

Milestones does not discriminate on the basis of gender, race, color, creed, religion, national origin, sex, sexual orientation, socio-economic class, and/or handicap.

Reporting Complaints

If any of our employees, students, or families believes that he or she has been subjected to sexual harassment or any other harassment, or has a general complaint, the employee, student, or family has a right to file a complaint with MILESTONES. All complaints are taken seriously and given equal regard.

If you wish to file a complaint, you may do so by putting your complain in writing and sending to:

Jennifer Moran 617-780-5618

Lisa Damon, Esq. 617-946-4880 (Attorney/Independent 3rd Party)

Any such authorized individual who receives a complaint or report of harassment must notify the firm's Chief Operating Officer (Jennifer Moran) / Lisa Damon (Attorney/Independent 3rd Party)

Complaint Investigation: When MILESTONES receives a complaint, we will investigate in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include an interview with the person filing the complaint and also may include interviews with witnesses or other individuals who we believe would be useful to the investigation. In cases of harassment we also will interview the person alleged to have committed the harassment.

These persons listed above are available to provide information about this policy and about our complaint process which is:

- All interviews and reports will be documented and an open investigation file created and maintained by Jennifer Moran or Lisa Damon (in cases where Lisa was contacted by the employee) for the duration of the investigation.

When we have conducted our investigation, we will, to the extent appropriate, inform the person filing the complaint and/or the person alleged to have committed the misconduct (if applicable) of the results of the investigation.

- MILESTONES will complete its investigation within five (5) business days of the initial report and convene a meeting with the reporting employee to discuss options for proceeding forward and resolution. MILESTONES will notify the applicant of the decision and the basis of the decision in a timely manner and usually within one week of the date of the initial filing of the complaint. The decision will be issued in person and in writing.

Disciplinary Action in Cases of Harassment or Misconduct

If it is determined that inappropriate conduct has been committed by one of our employees or partners, we will take action as is appropriate under the circumstances. Action may range from a written warning to counseling to termination of employment.

Recourse and Appeals

Employees, students, or parents, wishing to challenge MILESTONES decision or course of action as it pertains to addressing their complaint, will be granted access to their personal file or student file for review and given a meeting with Alex Michaels, Jennifer Moran, their direct supervisor (if applicable) and /or Lisa Damon to review the determination and consider any additional steps that may be applicable and appropriate to the situation. After additional consideration MILESTONES will issue its final resolution to the complaint in person and in writing.

- Employee, student, or parents must file a written appeal to Jennifer Moran. At this point, the employee, student, or parent, may present additional evidence or materials to appeal their complaint which will be reviewed.
- Within ten (10) business days the appeal will be reviewed by Jennifer Moran and Alex Michaels and a resolve will be issued. The appeals process will include: reviewing documents provided, interviewing or re-interviewing (if necessary) any additional materials or people noted in the complaint.
- If the employee, student, or parent does not believe the complaint has been satisfactorily resolved by Jennifer Moran or Alex Michaels, the employee, student, or parent may submit in writing to Lisa Damon who will review the complaint within ten (10) business days.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to harassment, you may file a formal complaint with the respective State agency and/or the EEOC. Using MILESTONES' complaint process does not prohibit you from filing a complaint with these agencies. Each agency has a short time period for filing a claim. (EEOC-180 days; Massachusetts Commission Against Discrimination-6 months)

The United States Equal Employment Opportunity Commission (EEOC)

1 Congress Street, 10th Floor or 1801 L Street, NW
Boston, MA 02114 Washington, DC 20507
617.565.3200 / TDD 617.565.3204

The Massachusetts Commission Against Discrimination

1 Ashburton Place, Room 601, Boston, MA 02108, 617.727.3990

GRIEVANCES:

Should a staff member, student, or family have a grievance, they can file a written complaint to Jennifer Moran or Lisa Damon. The grievance will be investigated immediately and written notification regarding the grievance will be generated within ten (10) business days from the time of grievance filed.

If any of our employees believes that he or she has been subjected to sexual harassment or any other harassment, or has a general complaint, the employee has a right to file a complaint with MILESTONES. All complaints are taken seriously and given equal regard

If you wish to file a complaint, you may do so by putting your complain in writing and sending to:

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These persons listed above are available to provide information about this policy and about our complaint process which is:

- All interviews and reports will be documented and an open investigation file created and maintained by Jennifer Moran or Lisa Damon (in cases where Lisa was contacted by the employee) for the duration of the investigation.

When we have conducted our investigation, we will, to the extent appropriate, inform the person filing the complaint and/or the person alleged to have committed the misconduct (if applicable) of the results of the investigation.

- MILESTONES will complete its investigation within 5 business days of the initial report and convene a meeting with the reporting employee to discuss options for proceeding forward and resolution. MILESTONES will notify the applicant of the decision and the basis of the decision in a timely manner and usually within one week of the date of the initial filing of the complaint. The decision will be issued in person and in writing.

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If it is determined that inappropriate conduct has been committed by one of our employees or partners, we will take action as is appropriate under the circumstances. Action may range from a written warning to counseling to termination of employment.

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Employees, wishing to challenge MILESTONES decision or course of action as it pertains to addressing their complaint, will be granted access to the file for review and given a meeting with Alex Michaels, Jennifer Moran, their direct supervisor (if applicable) and /or Lisa Damon to review the determination and consider any additional steps that may be applicable and appropriate to the situation. After additional consideration MILESTONES will issue its final resolution to the complaint in person and in writing.

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Excellence in Child Development Since 1994.

- Within ten (10) business days the appeal will be reviewed by Jennifer Moran and Alex Michaels and a resolve will be issued. The appeals process will include: reviewing documents provided, interviewing or re-interviewing (if necessary) any additional materials or people noted in the complaint.
- If the employee does not believe the complaint has been satisfactorily resolved by Jennifer Moran or Alex Michaels, the employee may submit in writing to Lisa Damon who will review the complaint within ten (10) business days.

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In addition to the above, if you believe you have been subjected to harassment, you may file a formal complaint with the respective State agency and/or the EEOC. Using MILESTONES' complaint process does not prohibit you from filing a complaint with these agencies. Each agency has a short time period for filing a claim. (EEOC-180 days; Massachusetts Commission Against Discrimination-6 months)

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