



**Kennedy Day School**  
*at Franciscan Children's*

**STUDENT/PARENT/FACULTY**

**HANDBOOK**

**2021**



# Kennedy Day School

at Franciscan Children's

This School Handbook is designed to provide essential school information and summaries of selected Kennedy Day School policies and procedures as a resource for parents, students and faculty.

Kennedy Day School maintains the complete school Policy and Procedure Manual, a handbook of state and federal special education regulations, IEP information, and related reference materials. The manuals are located in the KDS school office, and are available for parents to review, or obtain copies of, upon request.

**Kennedy Day School**  
30 Warren Street  
Brighton, MA 02135  
School Office: (617) 254-3800 ext. 6040\*  
Fax: (617) 779-1639

*Para ayuda en obtener información en español,  
favor de contactar el Servicio de Intérpretes  
al teléfono 617-254-3800 extensión 4700*

*Para obter informações em Português,  
por favor entre em contacto com o Serviço de Interpretes  
pelo telefone 617 254-3800 ramal 4700.*

للحصول على معلومات مساعدة في الاسبانية،  
يرجى الاتصال على خدمة الترجمة الفورية  
على الهاتف  
617-254-3800 x 4700

**Macluumaadka ku qoran af Soomali,  
fadlan la xiriir Adeegyada Turjumaanka  
617-254-3800 oo dheeraad ah 4700**

*\*Complete KDS Phone Directory on last page*



## ABOUT KENNEDY DAY SCHOOL

### **Statement of Purpose:**

Kennedy Day School (KDS) complements the mission of Franciscan Children's to provide comprehensive services to children with special needs by offering special education and therapeutic services for students with multiple and severe special educational needs.

Kennedy Day School seeks to:

- Provide a safe, caring, and supportive learning environment for students with multiple, intensive special needs and challenges.
- Offer a professional faculty of educators, therapists, nurses, specialists and support staff to meet the unique special educational and therapeutic learning needs of students with special needs.
- Utilize appropriate instructional practices and maintain an integrated, interdisciplinary approach to foster students' meaningful learning, growth and development.
- Collaborate with families of children with special needs, local educational agencies, and community human service providers to access home, school, work and recreational resources for students and their families.
- Maintain standards that embrace practices aimed at enhancing quality of life for children.

### **Students Served:**

A full spectrum of special educational and therapeutic services are provided to students between the ages of three and twenty-two who have moderate to severe special needs and/or health challenges in one or more of the following areas:

- Physical/Motor/Mobility
- Perceptual/Sensory Processing
- Language/Communication
- Cognitive/Learning
- Attention/Social Interaction
- Health

### **Services Provided:**

Kennedy Day School is dedicated to serving students with special needs through a comprehensive, interdisciplinary educational and therapeutic program. Services include:

- Adapted Physical Education
- Assistive/Computer Technology
- Audiology
- Augmentative Alternative Communication and Assistive Technology Team
- Family Resource Services/Social Work Services
- Feeding Team
- Library
- Music Therapy
- Occupational Therapy
- Parent Advisory Group
- Physical Therapy
- Psychological Services
- Reading Services
- Recreation
- School Health Services
- Speech and Language Pathology
- Vision Services
- Vocational Education

## KENNEDY DAY SCHOOL CLASSROOM:

Kennedy Day School classrooms are divided into age-based clusters. Student classroom placement within each cluster is based on factors such as primary learning needs, language, cognitive, behavioral and social skills, as well as age and health concerns. In all classroom groupings, the primary goal is to provide the most optimal learning environment for each student.

Classroom instruction is provided by educators certified in special needs by the Massachusetts Department of Elementary and Secondary Education. Teaching Assistants provide support within the learning environment for an overall two to one instructional ratio. Assignments of additional or substitute float staff are made daily by Faculty Cluster Coordinators.



## ADMISSION TO KENNEDY DAY SCHOOL

### Criteria for admission to Kennedy Day School include the following:

- The student is between the ages of three and twenty-one and has moderate to severe special needs and/or health challenges. (See **Students Served**)
- The student demonstrates multiple special educational needs and requires specially designed instructional and therapeutic interventions provided by an interdisciplinary professional team in order to make effective progress.
- The student will benefit from a safe, caring, structured and supportive learning environment.

### Student Referral and Screening:

Families, Local Education Agencies, and others are welcome to call or email the KDS Program Director for information about the school or to schedule a tour.

The Local Education Agency (LEA) is responsible for completing initial evaluations of a student with special needs and for developing the student's Individual Educational Program (IEP). Referrals are typically initiated by the LEA, and may be made at any time. KDS considers candidates throughout the school year, and a mid-year admission will be considered if appropriate openings are available.

If the parent wishes to pursue having their child screened for admission to KDS:

- A referral packet of relevant student information is sent to KDS by the LEA. (Parent consent required)
- KDS faculty may observe the student in his/her home or current educational setting.
- The student and parents participate in a screening assessment by members of the KDS Educational/Therapy Screening Team.
- The Health Care Coordinator completes a pre-admission student health assessment interview with the parent.
- Based on the assessment data, the screening team makes recommendations to the Program Director regarding KDS Program's ability to meet the student's educational needs. The Program Director is responsible for the final decision regarding student eligibility for admission.
- The parents indicate to the LEA whether or not they wish to enroll the student in Kennedy Day School.

If the parents and the LEA concur with a recommendation for admission to KDS, the LEA proceeds with the process of assigning Kennedy Day School as the student's educational placement. The LEA provides KDS with a signed copy of the student's IEP, and is responsible for arranging the student's transportation and for initiating a contractual agreement with Kennedy Day School with regard to payment for services.

### Preparation for Admission:

Prior to student admission, and upon request, the KDS Program Director meets with the parent and student to provide further information about the school, opportunities to see the classrooms and facilities, and to meet KDS staff members. Parents are informed that a copy of the school's policy and procedure manual is available in the school office.

Parents and the LEA are also given the KDS School Handbook, which contains summaries of the school's policies and procedures, including:

- KDS Statement of Purpose and Services Provided
- Parent and Student Rights
- Student Records
- Parent Involvement - Parent Advisory Group
- Discipline and Behavior Support
- Behavior Support with Planned Interventions and Restraint Restrictions and Prevention
- Student Termination - Planned and Unplanned
- School Health Program - including Emergency Care
- Communication with the Educational Team
- Visiting the school
- Activities related to daily living skills
- Clothing requirements
- Descriptions of typical daily routine
- Contact information for school staff
- Grievance procedures



Planning for the student's entry to KDS is undertaken by the student's Classroom Team, the Health Care Coordinator, and the Program Director, in collaboration with the parents and LEA. Areas of consideration in planning include provisions for the student's:

- Educational and therapeutic needs
- Staffing and supervision needs
- Health needs
- Transportation needs

Parents are sent an admission packet of orientation information and required forms which must be completed prior to the student's entry to KDS.

The packet includes:

- KDS Handbook
- School Calendar
- Admission Information Form to be completed by parents
- Medical Examination form (including immunization records) to be completed by a licensed physician no more than 12 months before admission
- Dental Examination form
- Parent/Legal Guardian Consent forms:
  - Emergency Medical Treatment consent
  - Authorization for Medication Administration form (if applicable)
  - Consent for Administration of Acetaminophen, Ibuprofen and sunscreen application
  - Authorization for Photography
  - Release to share information with Franciscan Children's (if applicable)

The student's proposed admission date is determined by the Program Director, based on:

- Coordination with the parent and LEA
- Implementation of planning recommendations from the Classroom Team
- Arrangements for specialized needs (staffing, health care, transportation)
- Completion of necessary contractual/IEP process with the LEA
- Receipt of all required admission information forms and documents from the parent

*\*\*\*The required admission forms must be completed and returned to the school at least one week **before** the student may be enrolled.*



## GENERAL SCHOOL INFORMATION

**School Hours:** Mondays, Tuesdays, Thursdays and Fridays - 8:20AM to 2:35PM - Wednesdays - 8:20AM to 1:35 PM

**Transportation:** Transportation to and from Kennedy Day School (KDS) is provided by the student's Local Education Agency (LEA.) Parents should contact their local school department or transportation company with questions or concerns. While KDS does not have responsibility for students' transportation, a KDS staff member is designated as transportation coordinator at the school to assist with trouble-shooting any concerns.

**Student Schedules:** At the beginning of the school year the teacher will send home each student's daily schedule, listing the classroom activities, individual and group therapies, vocational training, adapted physical education, music therapy, library time, and other daily/weekly activities, including lunch and snack times.

**Meals and Snacks:** KDS provides students with snacks and meals. Breakfast choices may include cereal, fruit, yogurt, juice, milk, etc. or an early AM snack may be offered, as requested. Meals follow the USDA National School Lunch Program guidelines, and are supplied to the school by the Franciscan Children's Dining Department; this institution is an equal opportunity provider. Food and drinks are adapted in texture, type and amount to meet the individual student's needs. Parents are encouraged to contact the KDS nurses with any questions regarding their child's nutrition or special dietary needs. Nut containing products are not allowed anywhere on campus.

**Personal Care:** KDS supplies disposable diapers and hypoallergenic cleansing wipes for those students who need them. The school also maintains a limited supply of extra donated clothing for student use. Parents are requested to send in an extra set of clothing if they anticipate that their child might need it during the school day. Parents are also requested to label their child's clothes with the child's name or initials to help avoid items being misplaced. School activities may involve arts and crafts or outdoor play, and students should wear clothes that are seasonally appropriate, comfortable, and easily washable.

**Absent/Late Arrival:** Parents are required to call the KDS Office by 9:00 AM if their child will be absent or late arriving to school that day. A message can also be left on the KDS Office voice mail the evening before. This important safety precaution helps to ensure the child's safe arrival at school. If the school does not receive notification of the absence from the parent, the school will phone the parent at home or work to verify that the child is absent. All absences are recorded and attendance records are sent to the student's local school system. If a student arrives late to school with their parent, the parent must use the main facility entrance and proceed as directed to the KDS Office to sign the student in. If a student leaves school early with their parent, the parent must use the main facility entrance and proceed as directed to the KDS Office to sign the student out.

**Authorized Pick-up:** Students will not be released to anyone other than their parent/guardian or regular school transportation provider without explicit parent/guardian instructions and consent. If a parent plans to have another person (e.g. friend, relative) pick their child up at school, that person must use the main facility entrance and proceed as directed to sign in at the KDS Office and present valid identification which matches the instructions received from the parent.

**Inclement Weather (School cancellation, late start and early dismissals):** Please tune into TV channels WCVB 5 or WHDH 7, or radio station WRKO AM 680 for announcements on school cancellations, late starts to the school day, or emergency dismissals. If school is in session during inclement weather, an early school dismissal may be necessary, and attempts will be made to contact parents. Parents should make provisions for their child for such emergency dismissals.

**Field Trips/Community Activities:** Kennedy Day School encourages field trips and activities in the community as a part of all students' educational and therapeutic program. Parents/guardians will be requested to sign authorization and release forms for students to participate in school outings.

**Interpreter Services:** KDS utilizes Franciscan Children's Interpreter Services Department for assistance in effectively communicating with non-English speaking parents and families. Any parent may access the school via Interpreter Services at ext. 4700.

**Emergency Response:** All Kennedy Day School staff members receive annual training in emergency response policies and procedures, including:

- Fire evacuation
- Medical emergency call procedures to activate the hospital CODE BLUE response team
- CPR and First Aid training for all staff
- Immediate response procedure for student runaway
- Franciscan Children's Emergency Management Response Plans
- Abduction response procedures



## KENNEDY DAY SCHOOL HEALTH SERVICES

KDS nursing staff works closely with families and the educational team to provide students with health services needed during the school day, including medication administration, health monitoring, treatments, and care of illnesses or injuries which occur while at school. Each year, parents are requested to complete a Health Information Form, to provide essential information regarding their child's health status and care needed during the school day. Parents are encouraged to contact the KDS nurses with any health-related questions or concerns.

**Preventive Health Care:** Vision, hearing and postural screenings are offered annually for all students who are able to participate in the screening. Parents are informed of screening results and of any need for follow-up care. The Department of Elementary and Secondary Education requires that all students have annual medical and dental assessments, and parents are provided with forms for their child's health care provider to complete each year.

**Medication Administration:** If a student needs to receive medication during the school day, parents must sign an authorization form, to be completed and signed by a licensed prescriber. Any change in medication or dosage requires a new licensed prescriber order. Medication authorizations must be renewed at the start of each school year. Medication sent to school must be in a pharmacy labeled bottle with accurate information regarding dosage, route, times to be given and expiration date. A maximum of one month supply of medication may be sent to the school, and must be delivered by a responsible adult. All medications are administered by the KDS nurses.

**Emergency Care:** If a student needs emergency medical care, parents are contacted immediately and, if indicated, the Franciscan Children's Emergency Response Team and Emergency Medical Services (EMS) are called. Massachusetts Department of Elementary and Secondary Education regulations require that parent/guardian consent for emergency treatment be obtained yearly.

**School Attendance Guidelines:** For the well being of all students and staff, students must stay at home if they are ill. The student will not benefit from being in school and may spread illness to others.

### **Students may NOT attend school with:**

- **Fever** Temperature of 99.4°F or higher taken under the arm, 100.4°F taken orally or rectally. Students may return to school when their temperature has been normal for 24 hours without fever reducing medicine (tylenol, ibuprofen, etc.)
- **Diarrhea/vomiting** Students may return to school when they have not vomited or had diarrhea for 24 hours
- **Acute respiratory illness and congestion.**
- **Rash that is contagious** Check with your child's physician
- **Conjunctivitis (pink eye)** Students may return 24 hours after medication treatment is begun
- **Strep infection** Students may return 24 hours after medication treatment is begun
- **Contagious illness** ex. chickenpox, foot and mouth disease, etc., until cleared by physician
- **Head lice** Students may return to school after treatment

If a student becomes ill during the school day and must be dismissed, parents are required to come to the school and pick up their child immediately.

**School Attendance Following General Anesthesia:** Children may undergo general anesthesia for out-patient procedures (day surgery) for Botox injections, ear tube surgery, dental care, or other reasons. Following the procedure, the effects of anesthesia may take up to 24 hours or more to dissipate. KDS follows the current medical standard of care following general anesthesia, that the child rests at home with close supervision for at least the remainder of the day, and may not return to school on the same day that they have undergone general anesthesia.

**Communicable Diseases:** KDS adheres to Massachusetts Department of Public Health regulations in reporting communicable diseases of students or staff members. KDS nurses inform parents of any potential exposure their child may have had to reportable communicable diseases. Parents are requested to notify the KDS nursing staff immediately if their child is exposed to a contagious illness. The nurses will inform the parents if and when it is necessary to keep the child at home.

**Medical Treatment Consent:** Kennedy Day School does not require students to receive medical treatment if parents object on the grounds that such treatment conflicts with a religious belief, except in cases when an emergency or epidemic of disease is declared by the Department of Public Health or there is a life threatening risk to the student.



## THE EDUCATIONAL TEAM

Each child enrolled in Kennedy Day School is followed by a team of educators, therapists and school administrators. Each classroom based team meets weekly to discuss the students' ongoing progress and concerns as they relate to the Individual Education Program. The classroom team may include the following professionals:

**Adapted Physical Education Teacher:** The Adapted Physical Education (APE) teacher assesses the student's basic movement skills, perceptual motor abilities, sports skills and general fitness. The APE teacher designs and implements an individual program which meets the student's needs, capabilities and limitations.

**Assistive Technology Specialist:** The Assistive Technology Specialist evaluates students to determine individual assistive technology needs and provides recommendations for high and low tech options to enhance student learning, communication, interactions and environmental control through the use of technology. The Specialist provides coordination, training and consultation to students, family members and staff regarding assistive technology.

**Audiologist:** Since hearing and listening skills are germane to speech, language, communication and learning development, the audiologist assesses each student for indications of hearing problems. The audiologist also monitors and provides ongoing consultation for those students with hearing impairments.

**Behavior Specialist:** The Behavior Specialist supports student learning through the use of applied behavior analysis (ABA), designing and implementing individualized programs to build success and promote independence across settings.

**Family Resource Coordinator/Social Worker:** The Family Resource Coordinator assists families to identify and access community based services including after-school programs, summer camps, and supportive agencies. The FRC coordinates Parent Advisory Group meetings, and provides family supportive counseling/advocacy if needed.

**Music Therapist:** Most students are highly motivated by music. During music therapy groups, the Music Therapist elicits student responses to music to address communication, social, motor and cognitive skills. Special attention is given to the development of self-concept, esteem, expression and creativity. Activities include opportunities for singing/vocalizing, playing instruments, moving and listening.

**Nurse:** School Health Services are provided by the KDS nursing staff. The nurses provide preventive health screenings, monitoring and care of specific student health problems, emergency and first aid treatment. The Health Care Coordinator and nurses work closely with school staff and parents to manage students' health needs.

**Occupational Therapist:** The Occupational Therapist provides interventions to develop the student's ability to accomplish functional skills important to learning and daily living skills. Therapy activities address motor, sensory and perceptual skills relevant to the student's educational program.

**Physical Therapist:** The Physical Therapist assesses and treats problems related to posture, muscle strength, gross motor and functional skills. Areas addressed in therapy and by consultation include: ambulation, wheelchair mobility, positioning, use of adapted equipment and bracing, and environmental adaptations.

**Psychologist:** The School Psychologist provides counseling to students and consults regularly with the educational team and parents concerning cognitive development, behavior analysis and supports, and mental health concerns. The Psychologist leads classroom groups to enhance the development of social skills and help students address emotional concerns.

**Reading Specialist:** The Reading Specialist evaluates the student's written language skills and learning strengths. Individual approaches are implemented to help the student develop reading comprehension and basic literacy skills. The Reading Specialist provides individual and group instruction and consultation to the classroom teacher.

**Recreation Coordinator:** The Recreation Coordinator plans and implements recreational services for students and their families. Services include small group and all school activities designed to provide students with opportunities to develop recreation and leisure skills, and encourage family participation in the student's school activities.

**Special Education Teacher:** The Classroom Teacher is the student's educational team leader and is responsible for the overall coordination and implementation of services of the student's IEP. The Teacher is the parent's primary contact at the school, and close communication is maintained between home and school via the Teacher regarding all aspects of the student's school experience.

**Speech Language Pathologist:** The Speech Language Pathologist evaluates the student's communication skills, both in understanding and in the ability to express needs and ideas. The Pathologist provides interventions to enhance the student's communicative abilities in individual and group therapy sessions, and develops adapted communication methods and devices as indicated by the student's needs. The Pathologist also assesses the student's oral motor skills and swallowing, and provides consultation regarding feeding methods.



**Teaching Assistant:** The Teaching Assistant provides ongoing support within the learning environment established by the special educator. Teaching Assistants help ensure positive student engagement in keeping with each student's Individualized Education Program plan throughout the school day.

**Vision Specialist:** The Vision Specialist provides assessment and direct instruction to students who are blind or visually impaired, as well as training and consultation to the student's educational team and family. Services include functional vision assessments, recommendations for materials, adaptations and strategies for visually impaired students, and coordination, training and consultation to the educational team and the student's family.

**Vocational Coordinator:** The Vocational Coordinator helps the student develop practical basic work related skills and promotes career awareness and interests. The Coordinator directs Project Excel, the school's vocational program, which provides school and community based training sites as learning experiences for workplace practices, social and safety skills.

## **PARENT AND FAMILY INVOLVEMENT**

Parents are essential members of their child's TEAM, and their involvement and input are encouraged throughout the school year, during both planned events and informal visits. Parent-teacher conferences offer an opportunity for parents to meet with their child's teacher and other members of the TEAM to discuss progress and concerns. All families are invited to attend the Family Picnic, which occurs each year at the end of the school year in June. In addition, families may be invited to participate in other special events during the school year.

**Home - School Communication:** Parents are encouraged to contact members of their child's educational team about any aspect of their child's school experience. Most parents find that a notebook going back and forth to school daily is a helpful means of staying in touch. Calls, notes and visits help maintain ongoing communication between home and school. The school asks for parents' understanding that during the school day, staff may not be able to immediately leave student activities to receive a phone call. However, messages for staff and convenient times to call can be left with the KDS Office. Parents should inform the Office if they are calling with an urgent matter requiring immediate response.

**Visiting KDS:** Parents are welcome to visit the school at any time. If parents wish to meet with a specific staff person during their visit, they are asked to call or write a note to arrange an appointment, to ensure that the person they wish to speak with is available. Visits to a specific student by outside agency representatives, extended family or others require specific parental consent. All visitors to the school are required sign in at the KDS Office.

**Parent Advisory Group:** All parents are invited to join the KDS Parent Advisory Group (PAG.) The PAG serves as a forum for sharing information between parents and the school. Parent participants may be joined by members of the Kennedy Day School staff for PAG meetings and presentations on a variety of topics which parents indicate are of interest to them.

### **Confidentiality/Release of Information:**

Kennedy Day School staff follow FC policies and MA DESE regulations related to confidentiality of student records. All employees receive specific training in measures to maintain student information as strictly confidential, and in procedures for obtaining parent/legal guardian written consent for release of student information. No student information is released to any third party without such written permission from the parent or legal guardian. (Exception: educational records are released to the LEA as the agency responsible for the student's IEP.)

### **Parent/Guardian Informed Consent:**

Written parent/ guardian informed consent is required for emergency medical care, student evaluations, photography, release of student records/information, publicity/fundraising, research, observation, field trips, sexuality education, administration of medication and health care treatments.

### **Photo/Video Use and Consent:**

KDS uses photographs of students for identification purposes, for educational and communication activities, and for activities such as school celebrations, special events and class activities. Any photos or videotaped material of students are for KDS use only. Use of any students' photographs or information for any other purpose requires written parent or legal guardian authorization (ex. for public relations, fund raising, or other media.)

**Family Educational Rights and Privacy Act:** KDS adheres to the regulatory requirements of Family Educational Rights and Privacy Act (FERPA) 20 U.S. Chapters §1232g that affords families certain rights with respect to the student's educational record. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students



have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

In accordance with FERPA, schools may disclose, without consent, "directory" information such as a student's name and address, telephone number, date and place of birth, honors and awards, and dates of attendance. without consent, to third parties for marketing, sales or other distribution purposes. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PAG bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The KDS Student Directory includes the student's name and address. If parents/guardians do not want the school to release their child's Student Directory information, they must send a written and signed notification directing the School to refrain from disclosing Student Directory information. Parents/guardians also have the right at any time to change their decision to allow or prohibit disclosure of Student Directory information, by again sending written and signed instructions to the School.

For additional information, you may contact the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, D.C. 20202-8520, 1-800-USA-LEARN (1-800-872-5327) or use the Federal TTY Relay Service.

**Protection of Pupil Rights Amendment (PPRA)** In compliance with the Protection of Pupil Rights Amendment (PPRA,) 20 U.S. chapters §1232h, KDS notifies parents/guardians of the right to opt out of certain school activities that include student surveys, analysis or evaluation of defined protected student information areas.

**Student Rights and Protections:** Kennedy Day School is committed to maintaining a safe and secure learning environment for students by respecting all student rights and protections afforded by state and federal statutes. Discrimination, sexual and bias-motivated harassment, bullying, cyber - bullying, hazing and violations of civil rights disrupt the educational process and are not tolerated.

The Kennedy Day School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

In addition, the KDS Program Director is charged with ensuring that educational programs comply with all aspects of law pertaining to the educational rights of students.

**Behavior Support:** The goal of behavior support is to maximize the growth and development of each student and to protect and support the group and the individuals within it. Kennedy Day School promotes a positive environment that incorporates respect and understanding so that negative behavior becomes the exception.

Behavior support is based on the individual needs of the student and is documented in the students' classroom file. Behavioral goals and objectives are also documented in the student's IEP and are reported on at least a quarterly basis. If adverse behavior should persist, supervisors, the School Psychologist, and members of the Team (including parents/guardians) will be consulted to develop effective behavioral interventions and/or to develop an individual behavior plan. Staff working with the student will be trained accordingly and the plan will be monitored via data collection and Team discussions and adjusted as necessary. Techniques used to calm a potentially dangerous situation may include gentle redirection, guided de-escalation, personal space in the learning environment, changes in instruction, individual supervision, protective physical escorts, time out of positive reinforcement, use of continuously supervised quiet spaces and/or, as an emergency safety measure, physical restraint (see below). Strategies are designed to preclude any injury to the health, body, or self-esteem of the student.



**Physical Restraint for Safety:** The Massachusetts Department of Elementary and Secondary Education requires that all day educational programs develop policies on the use of physical restraint and administer these policies in accordance with regulatory requirements specified in the Code of Massachusetts Regulations 603 CMR 46.00. Should it ever become necessary for the safety of a student and/or those nearby in school or at a school sponsored event, a student may be physically held or restrained to prevent or minimize potential injury. Any such action would be taken as an emergency safety measure only and with great caution, respect and care.

**Bullying Prevention and Intervention:** The KDS Bullying Prevention and Intervention Plan was developed in accordance with Massachusetts law and Department of Elementary and Secondary Education regulations, and delineates procedures for working with students, staff, families and the community to prevent and intervene in the event of any instances of bullying, cyberbullying or retaliation. Promoting an environment of mutual understanding, respect, kindness and civility is of the utmost importance, fostered through social skills development activities for all students and professional development activities for faculty. Staff members are trained annually in all aspects of the plan, including prevention reflective self-monitoring and reporting. Any instance of bullying or retaliation will be reported to the Program Director, Chief Executive Officer or Board of Directors, as appropriate, who then assumes responsibility for initiating appropriate notifications and actions according to regulations. *(See attached summary of the KDS Bullying Prevention and Intervention Plan)*

**Anti-Hazing Policy:** KDS strictly prohibits any acts of hazing associated with any school activity or event. All student group activities are organized and supervised by adults at all times and students are never left unattended.

**Grievance Procedure:** At times students and their families may disagree with a behavioral, academic or programmatic decision made by KDS. Open communication with teachers, therapists and other direct service providers is strongly encouraged in resolving any conflicts which arise. The student and family are also encouraged to contact the Program Director at any time with concerns about any aspect of the student's program. The Director and the administrative team will do their utmost to address concerns and achieve a mutually acceptable resolution.

Issues or complaints that cannot be resolved with the Director can be brought to the attention of the Franciscan Children's Patient Advocate, the student's Local Educational Agency, and the Massachusetts Department of Elementary and Secondary Education or to the U.S. Department of Education, Office for Civil Rights.



## LEAVING KENNEDY DAY SCHOOL

### *Planned Termination*

#### When the student has reached the age of twenty-two:

Students in Massachusetts are eligible for special education services until the day before their 22nd birthday. At age 22, students transition to adult services with the support of an Adult Services agency, such as the Massachusetts Department of Developmental Services.

#### Transition Planning:

Beginning at age 14, the student's IEP must include a Transition Plan. KDS works with parents and the responsible school district to create the Transition Plan. The Transition Plan includes a vision statement and description of a student's disability related needs, as well as a description of inter-agency responsibilities and referrals needed. The student's Transition Plan is reviewed and updated annually thereafter. Student learning goals and services provided during the transitional period reflect the vision for the student's anticipated needs upon turning age 22.

At least 2 years before the student is expected to graduate or turn 22, the responsible school district, in collaboration with the parents and KDS, makes a "Chapter 688" referral to the Bureau of Transitional Planning to facilitate the student's transition to adult services. The KDS TEAM works with the family, agency and student to ensure as successful a transition as possible.

#### Planned termination before age 22:

A planned termination/discharge of a student may occur for a number of reasons, including:

- The student's goals and objectives can be met in an identified community based setting among a higher ratio of typical peers.
- The student's needs have changed or intensified so that instructional support is required beyond the scope of a full day, eleven month school program.
- A significant change in the student's primary special educational needs has occurred, so that the focus has shifted almost exclusively to needs related to a primary sensory impairment or mental health concern.
- An impasse has been reached among educational planning team members (including the parent or guardian, local educational agency representative, therapists and educators,) in determining specific IEP components and service delivery.
- No identified educational planning strategy has been successful in creating an environment in which the student could safely learn within the school community.

#### Discharge/Termination Planning includes:

- Notice of discussion (IEP review meeting,) will be sent to the parent, LEA, and any other human service agency involved with the student at least 10 days prior to the meeting date.
- The current placement commitment will remain until an alternative placement is found.
- An educational plan will be written at the meeting which describes the student's specific program needs, goals and objectives, and recommendations for follow-up transition.
- Kennedy Day School will explain the termination procedure to the student, parents, LEA and any other agency involved with the student.
- The written termination plan will be implemented as soon as appropriate, but in no less than (30) days unless all parties agree to an earlier date.

#### Suspension/Emergency Termination from KDS:

Kennedy Day School does not suspend or terminate a student from school except in extreme emergency situations which present a substantial risk of serious physical assault or self-destructive behavior not able to be effectively handled within the school setting. During its history, KDS has not suspended or had an emergency termination of any student.

In the rare circumstance when student suspension must be considered, the Program Director will immediately notify the parent/guardian and the LEA, and within 24 hours will send a written statement to both explaining the reasons for the suspension. KDS will follow all procedures required by Department of Elementary and Secondary Education regulations to address the student's needs and modifications to the IEP that may be indicated.

Specifically, Kennedy Day School will not terminate the enrollment of any student, even in emergency circumstances, until the sending school district has been informed and has assumed responsibility for the student.



## **BULLYING PREVENTION & INTERVENTION PLAN & ANTI-HAZING POLICY**

### **Bullying Prevention and Intervention Plan:**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. The Kennedy Day School Bullying Prevention and Intervention Plan addresses the mandate of the law (M.G.L. c. 71, § 370), as amended in 2014. The Plan applies to students and all members of a school staff and reflects an emphasis on the cultivation of a positive atmosphere of learning and friendship.

Kennedy Day School recognizes that there are enumerated categories of students who may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. Kennedy Day School supports these vulnerable students and the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. Under the new law, publicly funded schools must notify parents and guardians of targets of bullying of the availability of the Massachusetts Department of Elementary & Secondary Education's Problem Resolution System and assist parents and guardians in understanding the problem resolution process. The laws amendment, Chapter 86 of the Acts of 2014, also requires that schools collect and report data to the Department regarding the number of reported allegations of bullying or retaliation, the number and nature of substantiated incidents of bullying and retaliation, the number of students disciplined for engaging in bullying or retaliation, and other information as required by the Department. The Department is required to analyze the data and to issue a report annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools. Additionally, Chapter 86 requires that school districts, charter schools, approved private day or residential schools, and collaborative schools administer a Department-developed student survey at least once every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The Department of Elementary & Secondary Education will use survey results to, among other things, assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement, and will make its findings available to school officials.

These requirements are delineated in Kennedy Day School's Bullying Prevention and Intervention Plan, which includes information about the policies and procedures that the Kennedy Day School follows to prevent bullying and retaliation, or to respond to it if it occurs. The following terms have been defined to aid in mutual understanding and to support a collaborative effort to ensure safe and supportive learning environments for all students.

### **Definitions**

*Aggressor* is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation toward a student.

*Bullying* is the repeated use by one or more students or a member of the school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

*Cyber-bullying* is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

*Hostile environment* 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 the 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 Staff* includes, but is not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

*Target* is a student against whom bullying, cyber-bullying, or retaliation is directed.



### Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place 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,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts 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 prohibited.

### Reporting Bullying

Anyone, including a parent or guardian, student, or school faculty member, can report bullying or retaliation. Reports can be made in writing or orally to the Program Director or to another faculty member or reports may be made anonymously. Kennedy Day School provides a variety of reporting resources to the school community including, but not limited to, the attached Incident Reporting Form, a voicemail box at extension 6160, mailings marked 'confidential' to Kennedy Day School Program Director or Kennedy Day School Health Care Coordinator, and email at [bpaulino@franciscanchildrens.org](mailto:bpaulino@franciscanchildrens.org) or [psmith@franciscanchildrens.org](mailto:psmith@franciscanchildrens.org). Reports involving a school administrator should be made to the Chief Executive Officer of the Franciscan Children's. Reports involving a Franciscan Children's administrator are brought to the Board of Directors. All School staff members must report immediately to the Program Director or designee if they witness or become aware of bullying or retaliation.

When the Program Director or designee receives a report, that School administrator promptly conducts an investigation. If the Program Director or designee determines that bullying or retaliation has occurred, that administrator will (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the Program Director or designee believes that criminal charges may be pursued against the aggressor.

### Anti-Hazing Policy

The term "hazing" as used in M.G.L. c. 269, §§ 17-19, 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.

KDS strictly prohibits any acts of hazing associated with any school activity or event. All student group activities are organized and supervised by adults and students are never left unattended.

## PROFESSIONAL DEVELOPMENT FOR KENNEDY DAY SCHOOL STAFF

Kennedy Day School provides ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development includes, but is not limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) 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; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.

Additional information about the Kennedy Day School's Bullying Prevention and Intervention Plan is available at any time from the Program Director or designee.





### BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: \_\_\_\_\_

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior  Reporter (not the target)

3. Check whether you are a:  Student  Staff member (specify role) \_\_\_\_\_  
 Parent  Administrator  Other (specify) \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_

6. Information about the Incident:

Name of Target (of behavior): \_\_\_\_\_

Name of Aggressor (Person who engaged in the behavior): \_\_\_\_\_

Date(s) of Incident(s): \_\_\_\_\_

Time When Incident(s) Occurred: \_\_\_\_\_

Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

7. Witnesses (List people who saw the incident or have information about it):

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

(Note: Reports may be filed anonymously.)

10: Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_





**BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

**II. INVESTIGATION**

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

2. Interviews:

- Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Any prior documented incidents by the aggressor?  Yes  No

If yes, have incidents involved target or target group previously?  Yes  No

Any previous incidents with findings of BULLYING, RETALIATION  Yes  No

Summary of Investigation:

\_\_\_\_\_  
(Please use additional paper and attach to this document as needed)

**III. CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying or retaliation:

YES  NO

- Bullying  Incident documented as \_\_\_\_\_
- Retaliation  Discipline referral only \_\_\_\_\_

2. Contacts:

- Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_
- Target's LEA/ETL Date: \_\_\_\_\_  Aggressor's LEA/ETL Date: \_\_\_\_\_
- Law Enforcement Date: \_\_\_\_\_

3. Action Taken:

- Loss of Privileges  Detention  STEP referral  Suspension  Behavior Plan Development/Review/Revision
- Community Service  Education  Other \_\_\_\_\_

4. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Program Director: Date \_\_\_\_\_ Other (specify): \_\_\_\_\_  
(If Program Director was not the investigator)

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_





**Kennedy Day School**  
*at Franciscan Children's*

**30 Warren St. Brighton, MA 02135**

**SCHOOL OFFICE 617-254-3800 ext. 6040**

**FAX 617-779-1639**

School Office	ext. 6040
Absentee Message Line	ext. 6170
Interpreter Services	ext. 4700
Director	ext. 6160
Adapted Physical Education	ext. 6100
Assistive Technology Services	ext. 5460
IEP Coordinator	ext. 6110
Family Resource Services	ext. 1581
Health Room/Nursing	ext. 6070 ext. 6080 ext. 1664
Music Therapy	ext. 6010
Occupational Therapy	ext. 4820
Patient Advocate	ext. 7723
Physical Therapy	ext. 2180
Psychology Services	ext. 3060
Reading Services	ext. 6030
Speech-Language Pathology	ext. 5220
Vision Services	ext. 7450
Vocational Services	ext. 6020



