



The Professional Center  
for Child Development

***THE DEVELOPMENTAL DAY SCHOOL***

***PARENT-STUDENT HANDBOOK***

***2020-2021***



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Developmental Day School  
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<b>PARENT/STUDENT HANDBOOK SIGNATURE PAGE</b>	

*September 2020*

*Dear Parents/Guardians and Students,*

*We are pleased to welcome you to the 2020-2021 school year at the PCCD~Developmental Day School. Our staff members are excited about beginning this upcoming year and working closely with you to provide your child with a positive learning experience supported by experienced and caring staff.*

*We know that sharing information for effective communication will be an important component of this partnership. Our attached Parent/ Student Handbook (which is newly developed) is intended to provide you with a starting point for locating the information you will need to participate in this conversation. Within the handbook, you will find an overview of programs and services, an explanation of school policies along with contact information. Please review this information and review it with your child, if appropriate. Some of the information might seem inappropriate for our student population but it is necessary per Department of Elementary and Secondary Education (DESE) regulations. Please note that this does not cover all the new protocols that were put into place during the pandemic (COVID-19). See the reopening booklet developed specifically for those specifics.*

*The signed signature page should be returned with other annual permission forms prior to the start of school. Please note that the full policy manual is available on our website [www.thepccd.org](http://www.thepccd.org) and a hardcopy in the school. You will be notified of any updates or changes.*

*We thank you for your support, cooperation and feedback. Keep in mind that one of the most important factors in your child's success and growth is our collaborative work together. We look forward to a successful year.*

*Sincerely,*

*Deanne Cefalo, M.Ed., B.C.B.A.*

*Program Director*

## **MISSION, VISION, PURPOSE AND PHILOSOPHY**

### **THE DEVELOPMENTAL DAY SCHOOL MISSION & VISION**

The Developmental Day School (PCCD) classes create an inclusive community, which foster skill development across all domains. We meet the unique needs of students with cognitive, learning, communication, and physical disabilities, who may also require medical complex care, by providing an array of integrated services. We value partnerships among students and families, staff, and districts. We are committed to providing each of our students the supports and services necessary to realize their highest potential.

*We will achieve these outcomes through:*

- *Partnering with parents/guardians to identify their priorities,*
- *Collaborative assessment and measurement of student progress,*
- *Collaborative implementation of student goals and objectives,*
- *Active engagement of students throughout their school day, and*
- *Ongoing maintenance and development of quality programming.*

### **PURPOSE AND PHILOSOPHY**

We are committed to the following principals in carrying out our Mission with each student in our program:

1. To provide the appropriate tools, instruction and learning atmosphere to enable each student to succeed in learning to his or her fullest extent.
2. To provide opportunities for students to develop the full range of skills necessary to function as independently as possible: communication skills, social skills, academic skills, physical and daily living skills, and personal responsibility and community participation skills.
3. To provide each student with individualized, attainable and meaningful tasks and activities to choose from.
4. To provide opportunities and services to support students and families in the experience of living with a disability within their community.
5. To actively engage parents as partners in the education of their children.

### **THE DEVELOPMENTAL DAY SCHOOL COMMUNITY CODE OF RESPECT**

At the Developmental Day School, we strive to create and maintain a respectful and professional learning environment. Both parents and staff members should expect to be treated in a respectful and professional manner in any interaction.

The Developmental Day School values diversity and community and is committed to a culture that fosters free and open communication. We believe that a professional environment of mutual respect and civil conduct between and among students, staff, parents, volunteers and school districts is critical to the achievement of students and staff.

The Developmental Day School is committed to maintaining a culture that recognizes the worth and dignity of everyone in our community. Our common purpose is the growth and development of our students.

#### **Principles**

This Code of Respect was created to help us adopt the following guiding principles into our culture and community:

- Each member of our community is deserving of and has the right to be treated with respect.
- We are all teachers, models and mentors for our students, teaching them by example how to solve problems, compromise and deal with conflict productively and positively.
- We share the responsibility to work together to create an environment that fosters acceptance of the unique qualities and abilities of all community members so that we can learn from and teach each other.
- We seek to encourage the best from one another and build bridges instead of walls.
- We believe that honest and open communication is essential for the success of our students. This can only happen in an environment where it is safe to share ideas and perspectives.

### **Standards**

In following the Code of Respect, community members are expected to maintain the following standards of behavior:

- Courtesy in actions, language and demeanor
- Moderate tone and volume of voice
- Active and respectful listening
- Respectful acknowledgement of cultural differences
- Respect for the personal, civil and property rights of others
- Appropriate and courteous communication, including telephone calls, notes, letters, email and text messages
- Taking care to direct communication to appropriate or relevant individuals
- Choosing the appropriate time and location to address a concern
- Willingness to continue to engage in conversation to resolve issues

### **Our Commitment**

The Developmental Day School community makes a commitment to:

- Believe in the best intentions of all students, staff and parents
- Give the benefit of the doubt
- Be welcoming and inclusive
- Be open to compromise in our interactions
- Respect boundaries
- Be open-minded
- Refrain from making assumptions or jumping to conclusions
- Avoid generalizations, exaggerations or placing blame

### **THE PROGRAM**

The Day School provides intensive services for students 3-10 years of age who have multiple disabilities and/or need medical complex care. It follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences for the preschool age students and the Massachusetts Curriculum Frameworks and Common Core Standards for the elementary aged students. The students actively engage in daily routines, activities and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel and nursing services. Therapies are also integrated into the classroom with the emphasis on teaming with classroom staff to meet each student's IEP objectives. Comprehensive therapy services, including physical therapy, occupational therapy, speech and language therapy, vision services, and orientation and mobility services, are provided within the classroom to assure comprehensive integration and carryover of learning objectives.

### **CURRICULUM**

The staff uses the Massachusetts Curriculum Frameworks and a variety of assessments to develop an

educational program specific to each student's needs. Targeted areas include training in cognitive, communication, motor, social, leisure, vocational, employment, and independent living skills. Individual and small group opportunities are available. A total communication approach is used to facilitate language development in the context of direct teaching and the natural environment. This includes use of spoken language, vocalization, objects, pictures, sign language, gestures and aided forms of communication. We offer a variety of accommodations as necessary to maximize each student's progress, including active learning spaces, sensory motor integration opportunities, visual enhancements, environmental control and computer access, and adapted literacy opportunities. Students spend a large percentage of their time in the community focused on real life instruction and practice in the areas of life skills and vocational opportunities.

### **Additional Services & Quality Components of the Developmental Day School**

We offer a highly structured program with a high staff to student ratio and consistent daily schedule. Therapies are delivered individually and/or small group, as determined by the Team, within the classroom setting and/or ancillary settings, as well as integrated throughout the day. Some of our services include the following:

- ❖ Speech and Language Therapy
- ❖ Occupational Therapy
- ❖ Physical Therapy
- ❖ Vision Services (contracted)
- ❖ Deaf/Blind Services (contracted)
- ❖ Orientation & Mobility (contracted)
- ❖ Music Therapy & Pet Therapy
- ❖ Orthotic/Wheelchair Clinics
- ❖ Dental Clinic

### **STAFFING, PROFESSIONAL DEVELOPMENT AND TRAINING**

The staff includes certified special education teachers, trained teaching assistants, registered nurses, licensed speech & language, occupational and physical therapists. We contract with the teacher of the visually impaired, teacher of deaf/blind, orientation and mobility specialist as needed per the student's IEP.

Staffs are provided training in a number of areas on a regular basis both at orientation sessions prior to the opening of school and throughout the school year. Some of the various, mandated training sessions include emergency evacuation procedures, safe lifting and transferring of students, feeding safety, reporting abuse and neglect, CPR, behavior management, ethics and civil rights. In addition to these regularly scheduled training sessions, staffs are provided a variety of sessions dealing with academic, behavioral and medical issues pertinent to the population with whom they work.

### **SCHEDULE**

The Developmental Day School follows an 11- month school year calendar. Students attend Monday - Friday from 8:45-1:45 each day.

## **COMMUNICATION**

### **PAPERWORK AND WHY WE NEED IT EACH YEAR**

In order to provide safe and appropriate services at school, members of the Day School staff require on having the most accurate and up-to-date information about each student. Prior to each school year, parents/guardians need to complete annual information and consent forms. In case of emergency, we depend on the information in the file to know the best way to reach you and how best to care for your

child. During the school year it is important that you notify the school as soon as possible of any changes to phone numbers, addresses, emergency contact names or phone numbers, etc.

### **HOW TO REACH US**

Staff is on duty each weekday from 8:15 a.m. to 2:45 p.m. at the main desk to answer general questions, to take messages or to direct your call to the appropriate staff member. After school hours, messages for staff members who have extensions can be left on those extensions. ***The main telephone number is 1-978-475-3806.*** You can also email any of the staff members or use Classroom Dojo for the teacher and/or nurse. All Day School staff email addresses are composed of the first initial and last name of the staff member followed by @thepccd.org. For example, dcefalo@thepccd.org is the email address of Deanne Cefalo. **Faxes may be sent at any time to the following number 1-978-475-6288.**

### **ABSENCES, LATE ARRIVALS, AND EARLY DISMISSALS**

Please contact the teacher if your child will be absent, late, and/or dismissed from school. Your child will only be released to the people listed on the emergency contact forms.

Please remember that if your child is transported by a transportation company, the company must also be informed of any changes in the transportation plan for any given day, whether that means that the bus will not be transporting your child at all that day or that you will need transportation for your child in only the morning or the afternoon.

### **LONG TERM ABSENCES**

Please inform us as soon as possible if it will be necessary for your child to be absent for a longer period of time, for example, for a hospitalization. When your child is ready to return to school from a hospitalization you will need written documentation from the doctor that your child is able to return to school. Please have him/her include any changes/restrictions to your child's programming. The form may be faxed to the nurse/teacher prior to returning.

### **INCLEMENT WEATHER/SCHOOL CANCELLATIONS**

School delays or closings due to inclement weather follow the Andover Public School District.

- If the city or town in which you live has cancelled school and **The Day School (Andover) has not**, parents/guardians are responsible for transportation on that day ***if they so choose.***
- Announcements can be heard on the radio station WBZ AM1230. They can also be viewed on the following television stations: WBZ Channel 4, WCVB Channel 5 and WHDH Channel 7.
- Websites often offer the most up to date information. Some sites include:  
[www.thebostonchannel.com/closings](http://www.thebostonchannel.com/closings)  
[boston.cbslocal.com/closings/](http://boston.cbslocal.com/closings/)  
[www4.whdh.com/stormforce](http://www4.whdh.com/stormforce)  
TIP: Many websites also allow you to sign up for a text message if your school district cancels school.

## **HOME-SCHOOL COMMUNICATION**

### **PARENT/GUARDIAN PARTICIPATION**

Parents/Guardians are valuable members of our team at the Day School. You can expect regular communication with your child's teacher, therapists and other staff members. Some means of communication with parents/guardians may include daily notes through Classroom Dojo, email messages, phone calls, written progress reports, parent meetings, and annual Team meetings. We encourage parents/guardians to contact us with any pertinent information regarding their child. This may include medication changes, changes in family dynamics or other school/home issues. Parents/guardians are also encouraged to be in contact with their child's team to receive updates,

address concerns or simply discuss their progress. We believe ongoing communication is vital to the success of our students.

At the beginning of each school year, parents/guardians and teachers are encouraged to have a conversation to explore communication needs and preferences and to decide on a format for communication that works well for both. All medical issues, including medication changes or treatment, must be communicated directly to the nursing staff.

### **EMAIL**

All staff members have access to email at work, and those parents who also have access to email should feel free to use this method to communicate with teachers and therapists. All Day School staff email addresses are composed of the first initial and last name of the staff member followed by @thepccd.org. For example, dcefalo@thepccd.org is the email address of Deanne Cefalo. Under most circumstances you should expect to receive a response to your email within 24 hours. If several days go by without a response, please follow up with a telephone message, as occasionally emails do not reach their intended recipients. **It is important for staff and parents to remember that there is no expectation of privacy in the PCCD email system. Any email that is sent or received in our system can be retrieved through the email server and viewed by our technology support staff and/or administration.** In addition, please be aware that all emails regarding a student become part of the student's record.

### **SCHOOL/CLASSROOM VISITS**

We welcome visits from parents/guardians. However, we know that maintaining "time on learning" is crucial to the achievement of our students.

In order to maximize time on learning for our students, we all must work to control and limit the number of distractions and interruptions that occur within the school and classrooms as much as possible. Although parents/guardians are always welcome to come into the school and to observe their child in his/her classroom or therapy time, we know that presence of any parent in the educational and therapy areas of the school can serve as a potent distraction for any student. Consequently, we ask that parents/guardians follow these guidelines for coming and going within the school:

1. If you would like to observe your child in the classroom or in one of the therapies, please contact the teacher or therapist in advance to set up the best time for the visit that allows for the program administrator or designee to accompany the parent/guardian or visitor. Observations should last no more than an hour.
2. It is difficult for teachers to speak during class times while students are present, so we ask that you set up a separate appointment time to discuss issues or share information. You can contact the teacher by note, email or voicemail to set up a time.
3. There may also be times when an outside professional may need to observe a student in a classroom or therapy area. Only professionals with a specific need to observe or evaluate a student will be allowed to observe in classroom settings, and only with parent/guardian notification and/or consent. School districts may also send their professionals to perform evaluations of their students with the consent of the parent/guardian.
4. Professionals should arrange visits through the Program Director and will only be allowed when the school district or parents/guardians of the child being observed have made a specific request. Observations should generally be limited to one hour. If more time is needed, it will be determined on an individual case.



### **SUPPLIES**

Parents/guardians must provide snacks, lunches and beverages for their child at school. Parents/guardians must also supply personal hygiene items such items as diapers, wipes, toothbrushes, etc. and change of clothes. Please label all clothing. Teachers may ask for other supplies that are pertinent to your child's classroom.

### **ELECTRONIC DEVICES**

- Students may be allowed to use personal electronic devices during bus rides and break times.
- **Parents/guardians who choose to send these devices to school do so at their own risk.** Many of these devices are quite expensive. The Developmental Day School takes NO RESPONSIBILITY for lost, stolen, damaged, broken or other problems that occur with electronic devices.
- If any of these items are used for instructional purposes (i.e., iPad, laptop, other speech generating devices (AAC device), the parent/guardian should make sure they have a warranty and/or insurance in case of accidental damage to the item at school or during transport.

### **TRANSPORTATION/ARRIVAL AND DEPARTURE PROCEDURES**

For most students, a transportation company hired through the special education department of the city or town where the student resides provides transportation to the Developmental Day School. Other students are transported to and from school by their parents/guardians. Questions about individual transportation schedules and routes should be directed to the transportation coordinator or special education liaison from your school district.

If there is any change in your child's transportation plan on a given day (i.e., if your child will be out sick or if you will be dropping off or picking up your child when he/she usually rides the bus) please notify your bus driver/transportation company **and** your child's teacher. If your child will be out of school for an extended period, please remember to contact your transportation company in advance of the time you would like your child's transportation to resume.

- Staff from your child's classroom will assist with transportation at arrival and dismissal times and are focused on the safety of the students.
- Parents/guardians driving their children to school in the morning are asked to follow the traffic flow.
- Once students are on the bus/van they cannot be returned back to the school for any reason, medical or behavioral. There may not be adequate supervision at that time.

### **GRADING AND REPORTING**

Progress is reported three times annually (December, March & June). The progress is reported on all your child's IEP goals and objectives. Data collection is taken on a regular basis and an IEP is developed annually. A re-evaluation is completed every three years. The Developmental Day School does not prepare report cards annually with letter grades for our students.

### **MCAS**

The following information can be found on the Massachusetts Department of Elementary and Secondary Education website: "The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

As required by the Education Reform Act, students must pass the grade 10 assessments in English Language Arts (ELA) and Mathematics as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements)."

Testing begins in 3<sup>rd</sup> grade and most students at the Developmental Day School participate in the MCAS Alternate Assessment, which is a portfolio that is submitted to the Department Elementary Secondary Education (DESE) instead of taking the written assessment with accommodations determined at the IEP meeting each year.

### **COMPLAINTS**

In the event a parent/guardian or student has a complaint about an aspect of the program, the first step is to discuss the issue with the teacher or therapist. If a resolution is not reached, then you would bring it to the Program Director.

## **SCHOOL SAFETY & PROCEDURES**

### **EMERGENCY/EVACUATION DRILLS**

Fire drills are routinely held as a safety measure and to keep everyone alert to proper procedures. Fire drills are to be taken seriously. When the alarm is sounded, students and staff will exit according to fire drill procedures posted in each room of the school. Teachers will take attendance once all students have exited the building to ensure all students are accounted for. Returning to the building will commence upon notification by the Fire Chief or designee for the school.

### **VISITORS TO THE BUILDING** *(Please see Reopening Booklet for COVID-19 protocols)*

All visitors, including parents/guardians, must report to the main office upon arrival in the building. Every visitor must sign in. Staff will call the person with whom you are meeting, and the person will come to greet you at the office. Parents are not to go directly to their child's classroom without checking in at the office.

## **SCHOOL DISCIPLINE POLICIES**

### **BULLYING and CYBER BULLING POLICY** *(See Day School Policy manual for complete policy)*

The Developmental Day School is invested in providing an educational environment that is safe from harassment and bullying policy prohibits bullying as defined by M.G.L. c.71, 370. Acts of bullying, cyber bullying, and retaliation are prohibited:

- 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,
- 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 target, infringes on their rights 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.

Bullying is defined by Massachusetts's law to include the following:

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:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or of damage to his property;

- 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.

Cyberbullying is bullying through the use of technology or 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. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

- 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.
- 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, cyberbullying, or retaliation has been perpetrated.
- All forms of harassment in cyberspace, often referred to as Cyberbullying, are unacceptable. As defined by Massachusetts law, 'Cyberbullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or Facsimile communications.
- Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions described above that falls under the definition of bullying the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions described above that falls under the definition of bullying.
- Cyberbullying includes online actions as a means to harass, tease, intimate or terrorize another person via inappropriate or hurtful use of technology, including text messages, digital pictures or images and web site posting. All reports of cyberbullying will be investigated fully.

If we become aware that any type of bullying or cyberbullying has taken place, whether in school or out of school, between or amongst any Developmental Day School students, we will take appropriate and necessary action which can include, but is not limited to, disciplinary action, police notification, parent/guardian meetings and expulsion.

### **POLICY OF NON-DISCRIMINATION (Title IX)**

The Developmental Day School admits and does not discriminate of students any race, color, gender, gender identity or expression, sexual orientation, religion, limited English proficiency, and national origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school and in the administration of its educational policies.

### **HARASSMENT POLICY**

The Development Day School will not tolerate any behavior (speech or action) which results in the harassment or discrimination of any student/staff based upon gender, race, color, national origin, religion, age, sexual orientation, disability, style of dress, speech, emotional issues or physical characteristics as in size, weight, shape, smell or personal expression.

All students and staff at The Developmental Day School are always expected to conduct themselves respectfully to provide an environment free of discrimination and harassment.

**REPORTING AND INVESTIGATION OF DISCRIMINATION AND HARASSMENT** *(See Developmental Day School Policy manual for complete policy)*

Any student who believes that he/she has been subjected to or that some other person has been subjected to any conduct prohibited by this policy, should, as soon as possible, report the conduct to the teacher, nurse, or Program Director.

**SUSPENSION** *(See Developmental Day School Policy manual for complete policy)*

Suspension is never used given our current population of students.

**IX. Special Education Discipline—1415(k)(1)(B)/300.530-537**

**TERMINATION OF ENROLLMENT**

The Developmental Day School reserves the right to terminate a student's enrollment in accordance with the procedures set forth in 603 CMR18.00 and 603 CMR 28.09.

**PHYSICAL INTERVENTION & RESTRAINT POLICY** *(See Developmental Day School Policy manual for complete policy)*

Currently, given our student population, the staff at the Developmental Day School does not implement physical intervention and/or restraint. Regardless, staff is trained in the use of physical restraint. Physical intervention is used as a last resort and only in the event that a student behaves in a manner that may be harmful to him or herself or others and is not responsive to less restrictive interventions. Parents must be verbally notified within 24 hours and receive a written report within three days of any incident of physical intervention. Any restraint that results in an injury must also be reported to DESE and the LEA.

**SUSPECTED CHILD ABUSE AND NEGLECT**

If it is suspected that a student has been a victim of child abuse or neglect, the staff will make the determination if immediate medical attention is needed. All staff members at the Developmental Day School are mandated law must report reporters and all suspected cases of abuse or neglect reported to the Department of Child and Family Services. Staff members are expected to report any suspected abuse or neglect immediately to the Program Director of the Developmental Day School.

**STUDENT RECORDS & CONFIDENTIALITY**

The Developmental Day School does not issue the names, addresses and personal information about students to any outside agencies without the prior written consent of the student (at age 18) or parents/guardians in accordance with Massachusetts Law 603 CMR 230.07 (4).

**HEALTH & WELLNESS POLICIES**

The Developmental Day School employs registered nurses for each classroom each day. We also have a part-time Nurse Leader in our program and the Healthcare Coordinator overseeing the agency in our building.

**MEDICATIONS**

- We are obligated to adhere to the policy of the Massachusetts Department of Elementary and Secondary Education, and Department of Public Health, which states that no prescription medication is to be administered unless accompanied by written authorization from the student's

physician and parents/guardians. These forms are available from the school nurse and sent out each year in the school information packet.

- Information required must include the name of the medication, dosage and time to be administered. Medications administered at school must be in a prescription bottle (you can request a duplicate or extra bottle for school from the pharmacy) or, if not a prescription medication, in the original container. No medications will be accepted in plastic bags or plastic containers.
- Non-prescription medications need to be accompanied by written authorization from the student’s physician and parent/guardian and given to the school nurse. The medication must be in the original container.
- Over-the-counter medications must be brought to the school by a parent/guardian and given to the school nurse. **Please do not send medication to school with your child or bus driver.** The medication will be counted (when necessary) and locked in the medication cabinet.
- A student, regardless of age or prescription, should never be in possession of medication while at school.
- It is critical that the nurse and appropriate staff be informed about ALL medications that our students are taking, not just the ones given at school. Please be sure to call the nurse with ANY and ALL changes in medications.

**ALLERGIES AND EPIPENS**

If your child has a known allergy, please identify this allergy to the nurse/staff prior to admission so that safety measures can be communicated to all staff. If your child’s physician prescribes an EpiPen, please provide one to the school nurse for use in case of an allergic reaction. All staff is trained to administer EpiPens. Your child’s teacher will notify you if his/her classroom is an allergy aware class.



**SPECIALIZED SKILLED NURSING CARE**

Students requiring specific specialized health care treatments, procedures or interventions during the school day require a signed doctor’s order.

Specialized care requiring signed medical orders include: enteral feeds: G-tube feeds, J-tube feeds, G-J feeds, hydration via a G-tube, G-J tube or J-tube; Chest physiotherapy (CPT), suctioning, tracheal care, continuous pulse oximetry, diabetes care, bladder catheterization, Vagal nerve stimulator (VNS) orders, specialized diets (i.e., ketogenic).

Orders for tube feeds and other treatments as noted above need to be completed yearly or whenever any change in orders occurs.

**ILLNESS/ COMMUNICABLE DISEASE/CONTAGIOUS ILLNESS/ EXCLUSION CRITERIA (Please see Reopening Booklet for COVID-19 protocols)**

ILLNESS OR SYMPTOM	STAY HOME FROM SCHOOL 	RETURN TO SCHOOL 
<b>Asthma</b>	<b>No</b> , unless ✓ Wheezing and/or coughing continues one hour after rescue medication is given ✓ Fatigue or weakness	When asthma episode has subsided.
<b>Chicken Pox</b>	<b>Yes</b>	When lesions have dried and crusted (usually 6 days).
<b>Cold Symptoms (mild)</b> Runny or stuffy nose, sore throat, coughing, sneezing.	<b>No</b> , unless ✓ Fever ✓ Behavior changes or fatigue ✓ Difficulty breathing	When fever free for 24 hours without use of fever reducing medicine.

<b>Conjunctivitis (pink eye)</b> Pink or red eyes with white or yellow/green discharge that causes matting, discomfort or redness of lid.	<b>Yes</b>	When treatment has been started.
<b>Cough (including croup)</b>	<b>No</b> , unless ✓ Severe cough ✓ Rapid or difficult breathing ✓ Wheezing ✓ Fever	When no longer severe cough, difficulty breathing, wheezing or fever.
<b>Diarrhea</b> Frequent (2 or more in 24 hours), loose or watery stool compared to child's normal pattern.	<b>Yes</b>	When diarrhea is resolved for at least 24 hours or doctor states child can return.
<b>Ear Infection</b>	<b>No</b> , unless ✓ Fever	When fever free.
<b>Fever (≥100.4)</b> With illness or behavior change.	<b>Yes</b>	When child is fever free for 24 hours, without use of fever reducing medicine.
<b>Fifth Disease</b>	<b>No</b> , unless ✓ Fever ✓ Behavior change	When fever free and can participate comfortably in classroom activities.
<b>Hand, Foot and Mouth Disease</b>	<b>No</b> , unless ✓ Fever ✓ Has mouth sores and is drooling	When fever free and can participate comfortably in classroom activities.
<b>Head Lice</b>	<b>Yes</b>	When treatment has been completed. There is no exclusion for nits.
<b>Impetigo/MRSA</b>	<b>No</b> , unless ✓ Fever ✓ Lesions or blisters cannot be covered	When completed 24 hours of antibiotic or lesions/blisters can be covered.
<b>Influenza or flu-like symptoms</b> Fever with cough, sore throat, fatigue, vomiting & diarrhea.	<b>Yes</b>	When child is fever free for 24 hours.
<b>Rash</b> Undiagnosed with fever or behavioral change.	<b>Yes</b>	When a health care provider has determined illness is not contagious.
<b>Scabies</b>	<b>Yes</b>	When treatment has been completed.
<b>Strep Throat</b>	<b>Yes</b>	When completed 24 hours of antibiotic.
<b>Vaccine Preventable Diseases</b> Measles, Mumps, Rubella, Pertussis (Whooping Cough)	<b>Yes</b>	<u>Measles</u> – until 4 days after onset of rash <u>Mumps</u> – until 5 days after onset of parotid gland swelling <u>Rubella</u> – until 7 days after the rash appears <u>Pertussis</u> – until 5 days of antibiotic treatment
<b>Vomiting</b> Two or more times in past 24 hours.	<b>Yes</b>	When no vomiting has occurred for 24 hours.

## **HOSPITALIZATION**

Students who have been hospitalized require a doctor's note to return to school. *Please note that this policy applies to even a minimum of one overnight stay in the hospital.*

### **IMMUNIZATION REQUIRED BY STATE LAW**

Chapter 76, Section 15 amended in 1967: No student shall be admitted to school except upon presentation of a physician's certificate that the student has been successfully immunized against Diphtheria, Pertussis, Tetanus, Measles, Mumps, Rubella, Varicella and Poliomyelitis unless they are exempt – see below:

- **Medical exemption** is allowed if a physician submits documentation that an immunization is medically contraindicated.
- **Religious exemption** is allowed if a parent/guardianship submits a written statement stating that immunizations conflict with their sincere religious beliefs.

### **CURRENT PHYSICAL REQUIRED BY STATE LAW**

Any new student must have a recent physical on file before entering the school building. Returning students need a physical every year.

### **INJURIES**

If a student is injured at school, the school nurse will complete an assessment of him/her. Every attempt will be made to contact the parent/guardian when a student obtains a serious injury. If the student needs to be taken to the hospital, a staff person will accompany the student to the hospital and wait with the student until the parent/guardian arrives. It is our expectation that the parent/guardian will make every effort to arrive and meet their child as soon as possible.

8/31/20

**PARENT/STUDENT HANDBOOK SIGNATURE PAGE**

I have read and understand all the information provided to me in the Developmental Day School Handbook for the 2020-2021 school year.

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**Student Name (please print)**

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**Parent Signature**

***This page must be returned to your child's teacher.***