



## Beckley Day Program Handbook 2016-2017

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## Beckley Day Program | 2016-2017 CALENDAR

### AUGUST 2016

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

29<sup>th</sup> First day of school

3 school days

### FEBRUARY 2017

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

27 and 28<sup>th</sup> No school

18 School days

### SEPTEMBER 2016

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

5<sup>th</sup> No school

21 School days

### MARCH 2017

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

1-7<sup>th</sup> No school

18 School days

### OCTOBER 2016

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

7<sup>th</sup> No school  
10<sup>th</sup> No School  
19<sup>th</sup> early release

19 School days

### APRIL 2017

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

17-21<sup>st</sup> No school

15 School days

### NOVEMBER 2016

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

11<sup>th</sup> No school  
23-25<sup>th</sup> No School

18 School days

### MAY 2017

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

29<sup>th</sup> No school  
17<sup>th</sup> Early release

22 School days

### DECEMBER 2016

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

23<sup>rd</sup> Early release  
26-30<sup>th</sup> No school

18 School days

### JUNE 2017

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

14<sup>th</sup> Last day of school

10 School days

### JANUARY 2017

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

16<sup>th</sup> No school  
18<sup>th</sup> early release

21 School days

The Beckley Day Program has a total of 182 school days scheduled for the 2016-2017 school year.

\*10/19, 1/18, and 5/17 are all early release days due to staff in-service. School will end at 11:30 after lunch and students will be transported home.



## **I. Mission and Philosophy**

The Beckley Day Program (BDP) is a short-term tutorial program available for students served (or willing to be served) by the WCMHS SBBIS Program in grades K-6 that are having acute difficulties accessing their education in a mainstream environment. Children served by the Beckley Day Program are typically students in need of extra support, stabilization, and assessment. BDP offers youth a supportive environment in which their social, emotional and educational needs can be assessed. As BDP is a transitional program for these children, SBBIS Case managers will work with sending schools to develop the necessary supports for the child to transition back to the most appropriate, least restrictive educational environment. Training specific to the youth's social and/or emotional will be provided to sending school personnel.

## **II. Clinical Services**

To meet the objectives listed above, the Beckley Day Program provides extensive clinical support services. The BDP team will review the child's social/emotional, behavioral and academic progress weekly in addition to meeting monthly with the sending school team. All treatment modalities are evidenced-based and appropriate for the child and family presenting needs and are coordinated to ensure the best outcomes for the youth and the family.

The treatment components are as follows:

### **A. Therapeutic Milieu Treatment**

Through the use of program-wide and individualized behavioral programming, integrated treatment methods, and a high adult to child ratio, BDP provides intensive support to students and allows the team to help support the student in stabilizing his/her behavior. During a student's enrollment at BDP, the team works together to identify the supports necessary to transition the student back into a mainstream setting. Each youth enrolled at Beckley Day Program is assigned a SBBIS behavioral interventionist to support transition into the most appropriate, least restrictive environment at the end of their Beckley Day Program stay. The services provided by the SBBIS Program are detailed in the following sections.

### **B. The Service Model**

SBBIS also utilizes a multi-disciplinary, integrated approach to working with referred children in collaboration with their schools, families, and in the community. SBBIS is a creative, flexible program that tailors services to meet the needs of the individual client, while being based primarily on Applied Behavioral Analysis (ABA). SBBIS believes that children do well if they can and focuses on helping children gain and internalize the skills necessary to experience success in daily life. SBBIS aims to help children become more adaptable to change, experience healthy attachments, have positive relationships with others, and solve problems effectively. SBBIS works with parents and educators to see the clients in a more informed way based on modern research, and thus offers support with skill acquisition and therapeutic recovery for the children we serve. Consultation services may be available for children on the waiting list for or transitioning out of the SBBIS Program. All services are provided *in collaboration with* the child's educational team during a typical school day.

### **C. Service Planning and Coordination**

SBBIS clinician/case managers are responsible for developing a treatment plan (with input from treatment team members) for each identified youth. Case managers work with all team members to insure that everyone is working well together to achieve the goals determined in the treatment plan.

SBBIS offers a variety of case management services. The clinician/case manager will work collaboratively with the youth's sending school district to ensure that the youth is receiving consistent and supportive services. In cases where a youth is in DCF custody, the clinician/case manager maintains close contact with the youth's social worker and supports the foster parent (s). The clinician/case manager also develops a treatment plan with the youth's treatment team that addresses all identified treatment issues across settings that require therapeutic supports and services. Some services that may be coordinated for include (but are not limited to) scheduling and facilitating team meetings, individual and family therapy, transitional living services, medical and dental services, housing and transportation supports, and others as needed.

### **D. Behavioral Planning**

Each student enrolled in the SBBIS Program will have an individualized behavior plan based on a functional behavioral assessment designed to reinforce pro-social behaviors. Research supports that the plan is most effective when it is consistently implemented across as many environments as possible (e.g., school, home, etc.). In addition to meeting with SBBIS and school staff, behavioral consultants are available to meet with families to discuss behaviors seen at home or other community settings.

***Due to the need for consistency to ensure success, it is critical that all treatment team members continually participate in the interventions outlined in the child's behavior plan.***

### **E. Generalized Activities**

As a child masters skills in an individualized environment, it is important that s/he learn to generalize these skills to other environments and to different people. To accomplish this goal, behavioral consultants work with treatment teams to develop goals and procedures for promoting generalization. Interventionists are trained to work with children in their school and community environments to implement these procedures in collaboration with the educational programs provided by the school. To promote generalization across different adults, fading procedures will be implemented with support of the team in order to transition implementation of supports from behavioral interventionists to school staff.

### **F. Social Skills Development**

As children enter the primary grades, there is an increased emphasis on development of social and functional skills, as well as the generalization of those skills to the classroom and other school environments. BDP students will engage in Social Skills Class lessons taught by Behavioral Consultants, Case Managers, the program Coordinator or the classroom teachers. Social skills are also directly taught, modeled and discussed on a regular basis by Behavioral Interventionists as well as all staff at BDP to help encourage the generalization of these very important skills.

### **III. Academic Services**

#### **A. Standard Academic Programming**

The BDP offers educational programming for 3 hours daily for students grades K-6 that are enrolled full-time. The Educational Instructor(s) and Special Educator will be teaching standards based curriculum and accommodating the material to meet each student's individual needs. The BDP Special Education Case Manager can also provide direct instruction to students as identified in the Individualized Education Plan (IEP). The curriculum provides opportunities for students to work independently, one-on-one, and in small groups. The variety of groupings allows students to practice social skills and engage in teambuilding activities to prepare them to transition back to their sending schools.

#### **B. Overview of School Day**

Children attending BDP will be expected to arrive by 8:00 am daily. Breakfast, snacks and lunch are offered daily to all students. Students are also welcome to bring lunch from home if they have special dietary needs that BDP is unable to meet.

\*\*If your child has any known food allergies, please inform the case manager.

Transportation to and from school will be provided by program staff.

The 2016-2017 daily program schedule is detailed below. It is subject to change to meet the needs of the enrolled students as determined by the BDP team. All students will consistently be provided with programming specified below although specific time blocks may vary.

# 2016- 2017 BDP Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:00 - 8:10 Breakfast/Morning Work</b>				
<b>8:10 - 8:30 Morning Meeting</b>				
<b>8:30 - 9:10 Academics 1</b>	<b>8:30 - 9:10 Academics 1</b>	<b>8:30 - 9:10 Academics 1</b>	<b>8:30 - 9:10 Academics 1</b>	<b>8:30 - 9:10 Academics 1</b>
<b>9:10 - 9:25 Movement Break</b>	<b>9:10 - 9:25 Movement Break</b>	<b>9:10 - 9:25 Movement Break</b>	<b>9:10 - 9:25 Movement Break</b>	<b>9:10 - 9:25 Movement Break</b>
<b>9:25 - 10:05 Academics 2</b>	<b>9:25 - 10:05 Academics 2</b>	<b>9:25 - 10:05 Academics 2</b>	<b>9:25 - 10:05 Academics 2</b>	<b>9:25 - 10:05 Academics 2</b>
<b>10:05 - 10:20 Movement Break/snack</b>	<b>10:05 - 10:20 Movement Break/snack</b>	<b>10:05 - 10:20 Movement Break/snack</b>	<b>10:05 - 10:20 Movement Break/snack</b>	<b>10:05 - 10:20 Movement Break/snack</b>
<b>10:20 - 11:00 Academics 3</b>	<b>10:20 - 11:00 Academics 3</b>	<b>10:20 - 11:00 Academics 3</b>	<b>10:20 - 11:00 Academics 3</b>	<b>10:20 - 11:00 Academics 3</b>
<b>11:00 - 11:45 Lunch/Recess</b>	<b>11:00 - 11:45 Lunch/Recess</b>	<b>11:00 - 11:45 Lunch/Recess</b>	<b>11:00 - 11:45 Lunch/Recess</b>	<b>11:00 - 11:45 Lunch/Recess</b>
<b>11:45- 12 Read Aloud/ Silent Reading</b>	<b>11:45- 12 Read Aloud/ Silent Reading</b>	<b>11:45- 12 Read Aloud/ Silent Reading</b>	<b>11:45- 12 Read Aloud/ Silent Reading</b>	<b>11:45- 12 Read Aloud/ Silent Reading</b>
	<b>12:00-12:45 Art/PE</b>	<b>12:00-12:30 Health</b>	<b>12:00-12:45 Art/PE</b>	
<b>12:30-1:45 Special Activity</b>	<b>12:45-1:45 Social Skills</b>	<b>12:30-1:45 Social Skills</b>	<b>12:45-1:45 Social Skills</b>	<b>12:45-1:45 Social Skills</b>
<b>1:45 - 2:00 Beads / Chores</b>				
<b>2:00 - 2:30 CHOICE TIME</b>				



#### **IV. Referral and Intake Process**

The sending school districts that are interested in referring students to the Beckley Day Program will complete the referral packet (should include a copy of the most recent IEP and psychological evaluation, at minimum) and send to the Director of School Based Interventionist Services. After receiving a written referral, the Director will meet with the treatment team that includes the parents, school staff, and any other important providers to explain the service and gather information necessary to make an admission decision. In addition, a Behavioral Consultant and/or other staff member(s) will observe the child and conduct preliminary assessments.

Each child accepted into the program is assessed according to an evaluation protocol developed for Beckley Day Program. In general, the first month of service is considered a period of baseline observation. During this time, staff collect data regarding skill level and behavioral issues using ABA procedures. It is possible that children who are new to the Program may start with an abbreviated schedule until baseline assessments are complete.

In order to assess the effectiveness of intervention services, assessment is conducted regularly throughout the time at Beckley Day using ABA and other assessment measures as a guide. In addition, Behavior Consultants and Case Managers can work with the Beckley Day Program Special Education Case Manager and sending school staff to support required educational assessments. Treatment teams preferably meet a minimum of monthly in order to review progress toward treatment goals and ensure effectiveness of inter

#### **V. Behavioral Management System**

##### **A. Individualized Behavioral Programming**

Every student enrolled in the Beckley Day Program will have an individualized behavior plan designed to promote adaptive behaviors and teach replacement skills for maladaptive behaviors. Functional Behavioral Analysis assessment will be an integral part of the planning process in order to identify the function of behaviors in the context of the student's treatment. The other purpose of the individualized behavioral programming is to promote the student's transition back to his or her sending school by specifically teaching the skills and coping skills necessary to begin to allow the student to fully access the home-school learning environments.

##### **B. Classroom-wide Behavioral Programming**

In addition to each student's individual behavior support plan, there will be a larger classroom-wide behavior plan built upon positive reinforcement and supports. The goal at BDP is to offer students the opportunity to practice the social skills and behavioral choices necessary to be successful in a public school setting. Implementing a group plan similar to those found in public schools, allows BDP to give a student an opportunity to practice being a positive member of a group within a smaller class size. This type of plan also allows students to hear feedback from a classroom teacher about their positive behaviors, and to be rewarded for them. In many public school classrooms, teachers employ class wide incentive plans, allowing students to work as a

group to earn an agreed upon reward (pizza party, ice cream sundae party, pajama day, extra recess, etc.). BDP has a similar plan. Students will be verbally praised for being respectful, taking academic or social/emotional risks, participating, cooperating and for engaging in any behavior that gets them closer to being ready to transition back to their home school. Each time a student is verbally praised by a teacher, they will have a bead put in a jar. Each student will have their own color so that their individual contribution to the group goal is observable. An additional bead color will be used for a targeted skill that the entire group is working on, for example: raising quiet hands, using kind words, being prepared for class, etc. Once the bead jar is filled students will have the opportunity to vote on a high preference activity such as a special craft, movie afternoon or a field trip.

### **C. Handle with Care and Emergency Procedures**

All staff will be trained in Handle with Care Behavior Management techniques yearly by qualified trainers to ensure the safe and efficient prevention and management of emergency situations with clients. The SBBIS Case Manager will discuss these procedures with parents and with school teams. These procedures include de-escalation and prevention interventions, as well as physical management techniques to respond to situations where the student is at risk of harming themselves, someone else, or committing major property destruction.

- In the event that a student has needed physical intervention help to keep themselves or the community safe, verbal contact will be made with their parent/guardian by the end of the school day. Written notification will also be sent within 24 hours by either the sending school or a case manager and the parent/guardian will be given the opportunity meet with a BDP/SBBIS Administrator to debrief the incident if desired.

## **VI. Procedures**

### **A. Program Closures Due to Inclement Weather**

If Ch.O.I.C.E. Academy is closed, Beckley Day Program will be closed. All cancellations are announced on WCAX (Channel 3) and on many local radio stations. Any youth coming from a school district which has cancelled school when the Beckley Day Program is not closed, will receive an excused absence from BDP should he/she or her/his family determine that it is not safe to transport the youth to the program. However, if BDP is open, youth that can get to the program are welcome and encouraged to come on these days.

If there is a day where BDP is open and throughout the day the weather becomes increasingly bad, the BDP staff will call parents/legal guardians to inform them of early dismissal. Parents are expected to provide case managers emergency contact information so that students have a safe place to go in the event of inclement weather.

### **B. Illness and Medication**

BDP understands that it is difficult for a parent to leave or miss work, therefore it is suggested that alternative arrangements be made ahead of time in case your child should get sick during the program day by identifying an emergency contact. (see above) If your child has had any of the following conditions or symptoms, BDP staff will contact you to let you know that your child will need to go home for the day. BDP staff

can only bring children to their homes when a parent/guardian or other responsible adult is available to assume responsibility for the student.

- Fever accompanied by other symptoms (Temperature of 100` taken by mouth, 99` taken under the arm, or 101` taken by ear)
- Any rash suspicious of contagious childhood disease
- Vomiting accompanied by other symptoms (fever, rash, diarrhea)
- Diarrhea accompanied by other symptoms (fever, rash, vomiting) or uncontrolled diarrhea (stool runs into underwear or child is unable to get to the toilet in time)
- Any skin rash, lesion, or wound with bleeding or oozing of clear fluid or pus.
- Conjunctivitis, also called "pink eye" with white or yellow discharge
- Any conditions preventing the child from participating comfortably in usual program activities
- Any illness requiring one to one care
- Scabies, head lice, or other infestations
- fConstant, uncontrolled nasal discharge or constant, uncontrolled cough raising phlegm
- Any contagious illness which is reportable to the Department of Health

After a child is excluded for any of the above reasons, in order to return to the program the following conditions must be met:

- A child must be free from fever, vomiting, diarrhea (without symptoms) for a full 8 hours.
- Any child prescribed an antibiotic for a current bacterial infection must take the prescription for a full 24-hour course prior to returning to prevent others from contracting it.
- A child must be able to participate comfortably in all usual program activities including physical activities.
- The child must be free of open, oozing skin conditions unless 1) a health care provider signs a note stating the condition is not contagious 2) the involved areas can be covered with a bandage without seepage of drainage through the bandage
- A child excluded because of lice, scabies, or other infestation may return 24 hours after treatment is begun with a note from a doctor stating the child is nit and larvae free.
- If a child is excluded because of a reportable contagious illness, a doctor's note stating that the child is no longer contagious is required prior to re-admission.

The final decision whether to exclude a child from the program is made by the Beckley Day Program Coordinator.

### **STUDENT ILLNESS**

We ask that students remain home for 24 hours after a fever of 100.5 or higher. Students that are experiencing diarrhea, vomiting or other symptoms of contagious illness should not come to school. Severe cold symptoms or illness can make it uncomfortable and difficult for a student to participate in class and contributes to the spread of illness.

## **HEAD LICE**

If a student is found to have head lice, the parent /guardian will be notified and sent home, if necessary. Classrooms and any students that have had immediate contact will be checked. Parents/guardians will receive notification and information regarding the proper treatment for head lice. A student must receive an initial treatment and be checked by a staff member before returning to class. Repeat checks will be done on student and environment until no further lice or nits are found.

## **MEDICATION**

A nurse is available most days to administer medication, however, BDP staff members have received medication training and are delegated by the nurse to dispense prescribed medications under specific circumstances.

Whenever possible, medications should be scheduled to be taken at home. When medication must be taken at school, we require the following before any medication can be dispensed:

- A current signed order form to be completed by any and all physicians/providers ordering medication for the student to include medication, dosage, schedule and reason for administering on file with the nurse's office
- Each form to be signed by a parent/legal guardian
- Medication is to be brought from home in an original, properly labeled container from the pharmacy.

Written permission from a physician and parent/legal guardian will need to be on file at BDP for youth to take any non-prescription medication during the day for minor ailments such as headaches, sore throats, etc. Over the counter medications cannot be given without both doctors and parent/guardian signatures. If there is an item listed on the *BDP Health Form* that you would prefer your child not have, please indicate on the form prior to signing. All medication is stored in a secure and locked location. Parent(s)/guardian(s) please coordinate the delivery of medication with your student's case manager.

### **C. Attendance**

Beckley Day Program Coordinator will record attendance for all youth on a daily basis and send updates to the sending schools monthly. Youth with excessive absences will have this issue addressed on an individual basis at team meetings coordinated by their Case manager.

### **D. Transportation**

SBBIS staff is able to provide transportation to and from school, and to appointments made during the program day. All BDP and SBBIS staff has taken Defensive Driving training. When staff is providing transportation to home from the program there will need to be a parent or someone at the home upon drop off time. Staff will not leave a child without a parent or other previously designated person at the home alone. An emergency contact person will need to be identified at intake.

## **VII. Policies**

### **A. Immunization Policy**

Except as described below, no child may enroll in the BDP program without submitting a complete immunization record as specified by the Vermont Department of Health. A person may remain in school without a required immunization if:

- The person, or in the case of a minor, the person's parent and/or guardian, presents a written statement from a licensed physician, health clinic, or nurse that the person is in the process of being immunized. The person may continue to attend BDP as long as the immunization process is being accomplished.
- A physician, licensed to practice in Vermont, certifies in writing that a specific immunization is, or may be detrimental, to the person's health, or is not appropriate.
- The person, or in the case of a minor, the person's parent and/or guardian, states in writing that the person, parent, or guardian has religious beliefs or moral convictions opposed to immunizations.

The Board of Directors of WCMHS, Inc. shall exclude from BDP any person not otherwise exempted under this subchapter who fails to comply with its provisions.

No person shall be excluded for failure to comply with the provisions of the subchapter unless there has been a notification by the Director of the noncompliance with this subsection, and of their rights under section 1122 of this title. In the event of exclusion, BDP staff shall notify the sending school and contact the parents and/or guardians in an effort to secure compliance with the requirements of this subchapter so that the person may attend BDP.

### **B. Records Policy**

SBBIS recognizes the importance of keeping accurate educational and mental health records for students as part of a quality therapeutic education program and is committed to act as trustee of this information, maintaining these records for educational and treatment purposes to serve the best interest of the students. All records generated during the course of an academic calendar school year under contract with the sending school are considered educational records. All records generated during the SBBIS Summer Program OR by any WCMHS providers not under contract with the sending school during an academic calendar year are considered treatment records. The principle of confidentiality underlies all policies and procedures (see CONFIDENTIALITY POLICY) for the collection, maintenance, disclosure, and destruction of both educational and treatment records. For a detailed description of educational records and treatment records protocols, please see sectioned labeled educational records, reference the Notice of Privacy Practices (treatment records) distributed at intake, or contact the Main Office for a copy.

### **C. Confidentiality Policy**

Insuring privacy in SBBIS is ESSENTIAL for establishing a therapeutic milieu in which students feel safe to learn and grow socially, emotionally, behaviorally and academically. All staff are legally and ethically obligated to sharing information about the student only with team members for whom they have a signed release from the guardian with the aim of coordinating and providing appropriate treatment for enrolled youth, with the school district with whom they are contracting or with emergency or child protection

personnel whose role is insure that a student is kept safe when at risk of harm of self or others or by others. (This policy is reviewed verbally with all family and teams at intake. For a more detailed description of the legal boundaries of confidentiality with regards to the work done in SBBIS, please reference the information below or consult with an SBBIS Case Manager.)

#### **D. Confidentiality Provisions**

WCMHS is obligated to comply with the requirements of all State and federal statutes and regulations governing the confidentiality of client-related information including, but not limited to, Vermont's patient-physician privilege, 12 V.S.A. Statute 1612; the Privacy and Security Rules of the Health Insurance Portability and Accountability Act ("HIPAA"); and federal substance abuse treatment provision, 42 C.F.R. Part 2.

These confidentiality provisions apply to protected health information ("PHI") generated by and/or in the possession of WCMHS, including PHI regarding any students served by WCMHS personnel under school contract. Such PHI can include evaluations and assessments, progress notes, contact notes, treatment team meeting minutes, crisis intervention notes, and related materials and information.

If, at any time, the School becomes aware of an unauthorized use and/or disclosure of client related PHI by WCMHS personnel, it will report this fact to the designated privacy officer of WCMHS, Sally Benevenuti. (229-1399)

WCMHS will provide copies of such student-related PHI or designated portions thereof to appropriate School personnel upon receipt of an authorization form executed by the student's parent or guardian.

The School is also obligated to comply with the requirements of all State and federal statutes and regulations governing the confidentiality of student-related information including, but not limited to the Family Educational Rights and Privacy Act ("FERPA"), the Individuals with Disabilities Education Act ("IDEA") and Vermont Special Education Regulations.

The School agrees that all student-related PHI provided to it by WCMHS is subject to FERPA protections in the same manner as other school records. These records are kept under lock and key and access and/or use of them should be limited to staff members with a need to know.

The School agrees to make available all records of student-related PHI provided by WCMHS to the Secretary of Health and Human Services for the purposes of determining WCMHS's compliance with the HIPAA Privacy Rule.

Since both FERPA and HIPAA's Privacy Rules provide an individual with the right to seek to amend PHI, the School agrees to accept any amendments of a student's PHI and attach it to the appropriate record. Furthermore, any disclosure of the original record must be accompanied by the amendment.

If PHI becomes part of the student's education records, the School agrees to destroy such PHI consistent with its record retention policies and practices.

#### **E. Educational Records Protocol**

The SBBIS Program Director will be the legal custodian of all educational records at SBBIS. The client's public school has ultimate responsibility for school records and for assuring that adequate systems are in place to maintain such records.

*Release/Review of Student Information*

Disclosure of student information will be made only with written consent of parent or guardian or eligible student (if over 18 and competent) subject to the following exceptions:

- Information may be disclosed to officials of the school in which the student is enrolled who have legitimate educational interest in the records and require the information to adequately carry out their jobs;
- Information may be disclosed upon request to officials of a school in which the student seeks or intends to enroll;
- Under court order or subpoena;
- To individual seeking Directory Information;
- In connection with a student's request for financial aid;
- To appropriate parties in a health or safety emergency.
- Parents and/or guardians or eligible students may inspect and review the student's records upon request. Parents or guardians should submit a request to the SBBIS Program Director in writing using the appropriate form and/or specifying as precisely as possible the information he or she wishes to inspect. The SBBIS Program Director will make appropriate arrangements to meet with the parent and/or guardian for such inspection.

If an eligible student and/or parent or guardian believes the education record contains information that is inaccurate, misleading or in violation of any of the student's rights, she/he may request the Case Manager to amend the record. If the SBBIS Program Director decides not to amend the record as requested, the student and/or parent or guardian may appeal this to WCMHS HIPPA Compliance Officer, or the student's sending school.

Access to a student's school records shall not be denied to a parent solely because that parent has not been awarded parental rights and responsibilities by a court. However, access will be denied where a court order or other legally binding document specifically revokes a parent's right of access to such records.

Each contract entered into between SBBIS and persons or entities that may either receive a student's education records or personally identifiable information shall contain a provision setting forth the restrictions on re-disclosure of information from education records.

SBBIS will maintain a record of all requests for and/or disclosures of information from a student's records according to SBBIS's procedures.

## **F. Bullying Policy**

Purpose: To create and support and accepting educational/treatment environment where children feel they are valued and safe. No children enrolled at BDP should be subject to bullying or intimidation from staff or peers. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying behavior is unacceptable at BDP.

Bullying means an overt act or combination of such acts, including any incident conducted by electronic means, against a student by another student or group of students and which:

- occurs during the BDP program day or on BDP property, on a shared ride together, or at a BDP sponsored activity
- is intended to ridicule, humiliate, or intimidate the student; and
- is repeated over time.
- Does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

If bullying behavior occurs, the BDP case manager will schedule a meeting with the parents/legal guardian, the sending school representative, and the child to discuss the offense and the consequences of that offense. At this time the child and team will develop a restorative action plan for the child who was the victim. The BDP coordinator will also schedule a meeting with the victim of the bullying and that child's team to discuss ways to make amends between the two children involved. If there is not an agreeable solution made, the BDP Coordinator reserves the right to make decisions without either party present.

### **G. Harassment Policy**

Purpose: To make BDP a place that is accepting of all persons regardless of their sameness or differences. In order to accomplish this end, BDP must be an environment free of harassment sexual or otherwise. Harassment is defined: An incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, gender identity, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. Harassment of any kind will not be tolerated in the BDP milieu. BDP honors the Department of Education's Policy on Harassment. Copies of this policy are available from the BDP coordinator upon request.

If a student at the Beckley Day Program engages in behavior that is considered harassing in nature the treatment team will meet to consider how to best support the youth and his/her peers in their milieu. If harassing behavior occurs, the BDP case manager will schedule a meeting with the parents/legal guardian, the sending school representative, and the child to discuss the offense and the consequences of that offense. At this time the child and team will develop a restorative action plan for the child who was the victim. The BDP coordinator will also schedule a meeting with the victim of the harassment and that child's team to discuss ways to make amends between the two children involved. If there is not an agreeable solution made the BDP Coordinator reserves the right to make decisions without either party present.

### **H. Search Policy**

Purpose: To keep BDP free from any harmful items a child might have in their possession. If a BDP staff person suspects a child has a harmful or inappropriate item in their possession, the staff will ask them to leave the group to a more private area. Two staff will accompany the child. The child will be asked to empty their pockets and any



containers in their possession. Items that may be harmful or inappropriate are items that staff consider a safety concern.

**I. Reporting Suspected Child Abuse**

WCMHS employees are required by law to report suspected child abuse or neglect to the Department of Children and Families (DCF). It is the responsibility of DCF to determine if an investigation should be conducted.

Please complete and return to the Beckley Day Program Coordinator

**VIII. Acknowledgement of Receipt**

I/We, \_\_\_\_\_ and \_\_\_\_\_ have received the 2015-2016 Beckley Day Program Handbook and have read and understand the contents. We agree that \_\_\_\_\_ will be enrolled at the Beckley Day Program under these terms and conditions.

\_\_\_\_\_  
Child Signature Date

\_\_\_\_\_  
Parent and/or Legal Guardian Signature Date

\_\_\_\_\_  
Sending School Representative Signature Date

\_\_\_\_\_  
SBBIS Case Manager Signature Date

\_\_\_\_\_  
Beckley Day Program Coordinator Signature Date

Client initials \_\_\_\_\_

Client number \_\_\_\_\_