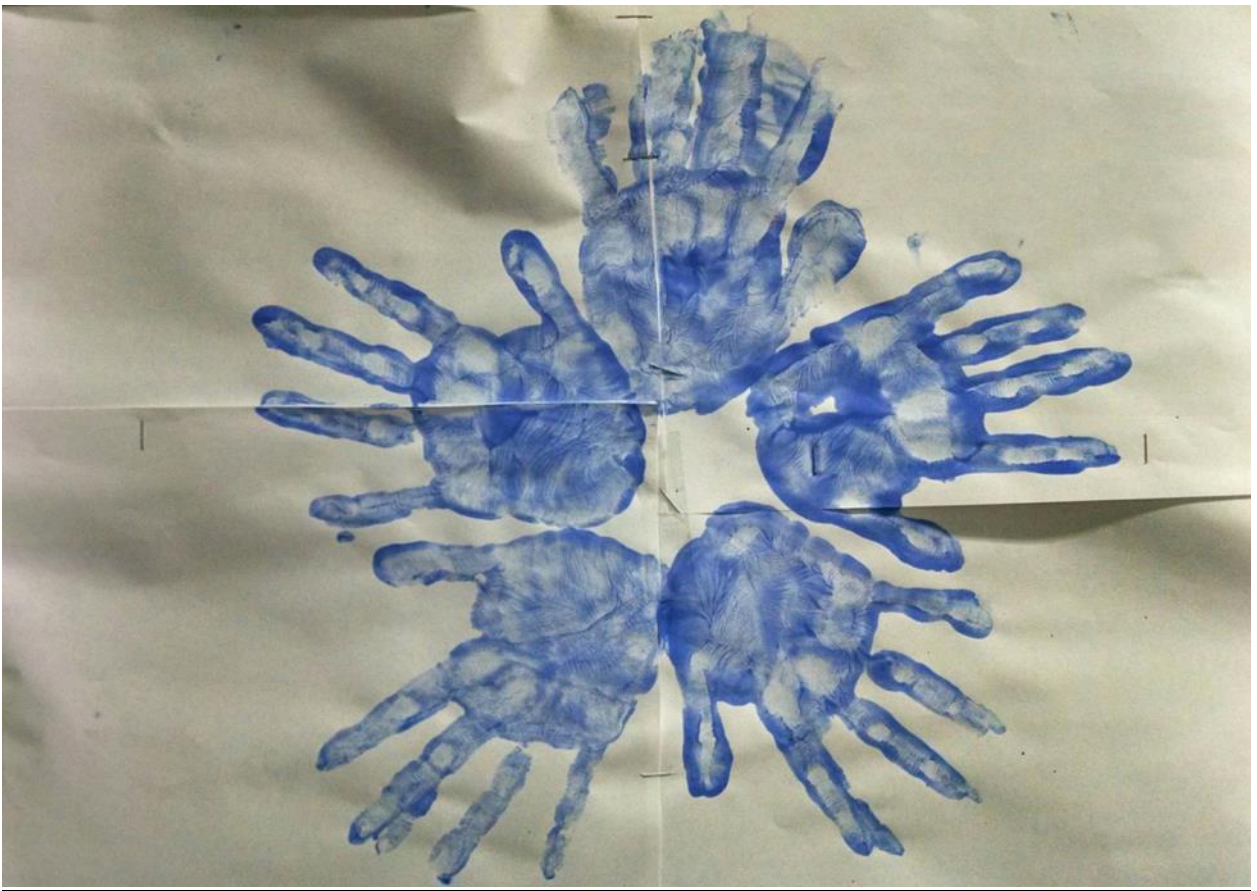


STARS School
of Ch.O.I.C.E Academy
Handbook
2016-2017



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**The STARS School of Ch.O.I.C.E Academy Handbook
Academic Calendar Year 2016-2017
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I. MISSION AND PHILOSOPHY

The STARS (Specialized Treatments And Reaching Success) School of Ch.O.I.C.E Academy is an integrated mental health treatment facility/educational center and a division of approved independent school. We believe that there is a significant population of children and youth with disabilities who can and will learn in a small environment where their education and treatment are integrated and behavioral supports are designed to meet their particular needs. It is our experience that in a small therapeutic environment, educational and clinical staff, with the support of families, can build supports and programming which build the confidence and capacity to learn in children and youth willing/able to engage in the process.

A children and youth's ability and willingness to engage in the educational and treatment process is of paramount importance for Ch.O.I.C.E. Academy student's. The Academy is founded on the principle that ALL children and youth have choices. We seek to support our students and their families in understanding the power they have to make informed choices and the positive and negative consequences of such choices. We believe the responsibility for work and growth educationally, emotionally, and behaviorally at Ch.O.I.C.E. lies with the student. The staff, families,

community members, and other students who are available for support, teaching, and guidance at Ch.O.I.C.E. are tools that the student can use to accomplish positive goals.

Another tenet of Ch.O.I.C.E. Academy that is very important is our view of ourselves as a **transitional** treatment/educational center. All children and youth (and their families) that enroll in the Academy need to understand the program is transitional by design. More specifically, children and youth that come to the Academy are all in transition. All students in STARS School individualized programs should be aiming to go somewhere positive. We are here to help them get there.

Ch.O.I.C.E. Academy recognizes parents and guardians as the primary support system for Academy children and youth and an integral part of the treatment and education process. Parents and guardians must support application and placement at Ch.O.I.C.E. Academy. Regular contact is made with parents and/or guardians to share general information regarding progress at the Academy. Regular team meetings are also held to update all team members (parents and/or guardians, LEAs, and other treatment/service providers) as to the work that Academy children and youth are doing in treatment and in education.

II. PROGRAM DESCRIPTION

A. GENERAL OVERVIEW

The STARS School of Ch.O.I.C.E. Academy is designed to support the youth academically while providing them with the opportunity to address their emotional and behavioral needs away from a large group setting. A daily schedule is designed on an individualized basis, supportive of both the youth's treatment and academic goals. Youth are assigned to a interventionist who is the primary staff to work with them. Educators also work with the youth and their interventionists to provide academic instruction and support. Weekly appointments (such as therapy, medical, dental or other) can also be integrated into the weekly schedule.

Although each youth is in an individualized program, this does not mean they will not be with or in groups. Social integration is recognized as an essential part of treatment and personal growth. Therefore, youth with individualized programs may have community activities scheduled regularly into their school days to help them practice pro-social skills. Youth in the STARS School also have the potential to take some classes with other

students or in a small group (usually 2-5 students) if it is deemed therapeutically and/or educationally appropriate by their treatment team and the STARS School administration.

Regardless of which part of the program the youth fits best in, our target population at Ch.O.I.C.E. Academy will be from the Washington County Mental Health Services, Inc. catchment area, although we will maintain the willingness to serve out of county youth, if space is available. Guidelines for acceptance and participation in the Academy are the same for everyone without regard to race, color, national origin, sexual orientation, or religion. It is against the policies of Washington County Mental Health Services, Inc. (W.C.M.H.S.) and illegal under state and federal law, for any employee, tenant, or client, male or female, to harass or discriminate against another employee or student. W.C.M.H.S. is committed to providing a workplace and therapeutic setting free from this unlawful conduct. (For further information, see HARASSMENT POLICY)

A. TYPICAL STARS School YOUTH

The STARS School focuses on providing individualized social skills instruction, academic instruction, communication supports and behavioral supports to youth up to the age of 22 in the Washington County Area. Eligible youth are those experiencing an Autism Spectrum Disorder and/or other developmental disability that have been referred to STARS by their local education agency's Special Education Director and/or administrator.

STARS School youth are recognized as needing one-on-one specialized services to help them achieve both their educational and emotional/behavioral treatment goals.

A. SERVICE COORDINATION AND PLANNING

STARS 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 on the treatment plan.

STARS 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 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.

A. BEHAVIORAL PLANNING

Each student enrolled in the STARS 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 STARS 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.

B. ACADEMIC SERVICES

STARS SCHOOL aims to help children with autism and other developmental disabilities become more adaptable to change, experience healthy attachments, have positive relationships with others, and solve problems effectively. STARS works with parents and teams 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. Each youth receives academic curriculum which is designed to engage and inspire the youth's interests with a primary educational focus on academic and life skill acquisition in Compliance with Vermont Common Core, Vermont Framework of Standards, and Next Generation Science Standards.. Each content area designs a curriculum that is active and engaging, relevant to their lives. DTL is an instructor-directed method of intervention used at STARS SCHOOL with a focus on the systematic development of skills. Each skill is task analyzed and carefully taught using precise cues and reinforcements for correct responses. The parts are then "chained" together to result in a more elaborate skill. Discrete trials are the

individual separate drills that are repeated until the child masters the skill. A complete discrete trial consists of the following four steps: 1.) a request, 2.) a response, 3.) a consequence, and 4.) a brief pause before moving on to the next instructional cue. DTL is first delivered in a controlled one-on-one environment and is later delivered in more generalized settings (e.g., the classroom) as the child develops more skills.

DTL is used as a “place to start”. As staff get to know the child and as the child develops, other structured teaching approaches consistent with an Applied Behavioral Analysis paradigm may be used. The specific structured teaching method used will be determined by your child’s specific needs and by current “best practices” within the field. Student’s curriculum is often designed for their own unique interests, fostering motivation and engagement in the learning process. Individualized program youth often do a combination of their academics in the classroom and also in the community. 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. 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 family and/or public school staff.

C. REFERRAL PROCESS

A. Referrals

Referrals from within Washington County are made to the STARS Program Manager or Coordinator of School Based Services at the Children, Youth and Family Services (CYFS) division of Washington County Mental Health. All Special Education Directors and building administrators have been provided with the appropriate referral forms. Any inquiries regarding potential referrals from outside of Washington County should please be made to the CYFS Director of WCMH. Only referrals signed by an authorized administrator responsible for payment will be accepted.

B.Initial Assessment

After receiving a written referral, the STARS Program Manager or other qualified staff meets 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 STARS staff member(s) will observe the youth and conduct preliminary assessments.

C.Baseline Assessment

Each youth accepted into the program is assessed according to an evaluation protocol developed for the STARS program. In general, the first month of service is considered a period of baseline observation. During this time, staff collects data regarding skill level and behavioral issues using ABA procedures. This baseline data will inform necessary practices and interventions written into the behavioral support plan or changed within the plan.

D.Ongoing Assessment of Services

In order to assess the effectiveness of intervention services, assessment is conducted regularly throughout the year using ABA and other assessment measures as a guide. In addition, Behavior Consultants and Case Managers can work with school staff to support required educational assessments. Treatment teams preferably meet a minimum of monthly in order to review progress toward behavioral support plan goals and ensure effectiveness of interventions.

E.Intake Process

Once a youth has been accepted into The STARS School of Ch.O.I.C.E. Academy, a date will be set on which the youth will begin to attend the Academy. Before the actual start date, an intake meeting will need to occur. The youth and parent/guardian(s) will receive and sign a copy of the program handbook as well as any additional required admissions paperwork at this meeting.

D. BEHAVIORAL MANAGEMENT SYSTEM

A. RATIONALE

STARS School youth have a structured behavior management system imbedded in their programming. The purpose of having a behavior management system is to provide immediate feedback to students, to reinforce positive behaviors and to motivate students to continue to make positive choices in their life.

The system will be designed to positively reinforce behaviors that will lead to success and help to eliminate behaviors that will hinder progress towards their goals. The system fosters the development of positive social, self-regulatory, and academic skills and behaviors by the youth. Behavior is shaped through the use of positive and negative consequences with an emphasis on enhancing personal strengths, skills, and strategies.

B. REINFORCEMENT

There are various levels of reinforcement that can be put into place in each individualized program. Staff will also support and encourage positive behavior throughout the day by means of verbal praise and encouragement. Because the Academy recognizes the importance of the different needs of the individual students, variations will be made to accommodate the needs of each student.

G. SUMMER PROGRAM

Washington County Mental Health Services offers a time limited adventure/activity based program open to all enrolled STARS youth during the summer school vacation to provide STARS youth with an opportunity to learn and practice appropriate group social and coping skills and strategies. It is the aim of the program to provide Academy youth with the chance to both acquire and maintain the skills that they will begin to learn or have learned during their enrollment at STARS.

The signup sheet and schedule for summer programming is mailed to students and families in May. Staff request that all students dress accordingly for the activities (swimsuits, sneakers, comfortable clothing etc.). Staff will provide any necessary equipment for activities. Students should plan to bring a bag lunch each day unless otherwise notified; limited lunch options may be available. Students and families can continue to access the Academy's Clinician/Case Managers during the summer time for the same services provided throughout the academic year.

VIII. POLICIES AND PROCEDURES

The following policies and procedures apply to youth and their team in **all** stages or modalities of treatment at STARS unless otherwise specified. **Some implementation of consequence for some policies may be revised by the individual student's treatment team to accommodate their needs upon approval from the Program Manager.**

A. RECORDS POLICY

STARS 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 WCMHS Summer Program for STARS Students 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 **Appendix III** (educational records) or please reference the Notice of Privacy Practices (treatment records) distributed at intake or contact the Main Office for a copy.

B. CONFIDENTIALITY POLICY

Insuring privacy at the STARS School of Ch.O.I.C.E. Academy 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. Any sharing of information will be with the intent to coordinate and provide appropriate treatment for youth in conjunction with the school district with whom the Academy is contracting or with emergency or child protection

personnel whose role is insure that a student is kept safe when there is a risk of harm of self or others or by others.

C. IMMUNIZATION POLICY (from 18 V.S.A. 1121, 1122, & 1126)

Except as described below, no youth may enroll as a student at The STARS School of Ch.O.I.C.E. Academy, regardless of whether the student has been

enrolled in the school during a previous school year, unless the Director has received a record or certificate of immunization issued by a licensed physician or a health clinic that the person has received required immunizations appropriate to age 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 school 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 opposed to immunizations.

The Board of Directors of WCMHS, Inc. shall exclude from the STARS School of Ch.O.I.C.E. Academy 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, school officials shall notify the Department of Health 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 school.

E. ASSAULT POLICY

All youth at STARS School youth must have the opportunity to work towards their treatment goals and to complete the academic work expected of them. They must be afforded a treatment environment that feels safe and secure. Therefore, STARS School has established a zero tolerance policy towards any aggressive physical contact or “assault”. Assault is defined as verbal or physical aggression that is targeted and threatening in nature.

Any assault, no matter how minimally it is perceived, will result in up to a 2-day *in or out of school* suspension from the STARS School of Ch.O.I.C.E. Academy (depending on the student’s plan).

If an Academy student is involved in any incident of physical aggression, STARS staff will contact both the youth’s parent and/or guardian as soon as it is determined safe to do so. If a youth is in transition to another setting at the time of the incident, the youth **may also be** suspended from the program/school to which they are transitioning during the time she/he is suspended from the Academy. The sending school district and treatment team will determine if such a suspension will go on record at the sending school as a suspension. Before a youth that has committed a violent act is readmitted to the Academy, she/he must also meet with his/her Clinician/Case Manager to process the incident and discuss corrective measures that could be used instead of the assaultive behavior. A parent/guardian may be expected to attend this readmission meeting with her/his youth. Effort will be made to accommodate a parent/guardian’s work or school schedule. In some cases, students may be suspended until a team meeting can be held (longer than 2 days) if it is determined by the Program Manager that the student poses a safety risk to his/her peers. The Academy also holds the right to discharge a student **at any time** after an assault if it is determined that said student poses imminent risk to the student body.

F. ANTI-HARASSMENT POLICY

STARS is a place that is accepting of persons regardless of their sameness or differences. In order to accomplish this end, STARS

must be an environment free of harassment; sexual or otherwise. **Harassment is defined as behavior (verbal or physical) based on a student's race, color, creed, national origin, marital status, sex, sexual orientation, gender identity, socioeconomic status or disability and which has the purpose or effect of getting in the way of a student's learning or creates an intimidating, hostile or offensive environment.** Harassment of any kind will not be tolerated at STARS.

The STARS School of Ch.O.I.C.E. Academy has adopted the Agency of Education's Policy on Prevention of Harassment of Students. Please see the Academy Office Manager for a copy of this document. If a student has committed an act of harassment or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from the group in which it occurred or the Academy. Any disciplinary action against a student shall be consistent with the STARS Behavioral Management System and other policies delineated in the STARS Handbook.

Harassment is considered a STARS School suspendable offense and therefore has the consequence of up to a 2 day (in or out of) school suspension. A youth that engages in harassing behavior is required to perform a reparative act in order to be reintegrated into the community. This reparative act **MUST** involve an empathy building activity and/or apology to the victim of the harassment.

G. ANTI-HAZING POLICY

The Academy is a safe, civil and positive learning environment where everyone feels included in the learning and treatment process.

Hazing has no place at STARS and will not be tolerated. "Hazing" means any act committed by a person, whether individually or with others, against a student in connection with pledging, being initiated into, affiliating with or maintaining membership in any organization or group (formal or informal) which is affiliated with the STARS; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating, or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or

otherwise participating actively or passively in the above acts.

Hazing may occur on or off school grounds.

Hazing shall not include any activity or conduct that furthers the legitimate curricular or extracurricular program goals and provided that the activity or conduct furthers those goals in a manner that is appropriate, as determined by the Academy staff and approved by the Agency of Education, and normal and customary for similar independent school programs.

Students who have reason to believe that an incident of hazing might or did occur shall report such belief to any STARS School staff person. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur shall report such belief to the Academy Coordinator, or in the event of the unavailability of the Coordinator, the Director of Therapeutic Education/After School Services. The report may be in writing or orally. If the report is made orally, the receiver shall make a written record of the report.

It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33V.S.A. Statute 4912 (2) and 33 V.S.A. Statute 6902(1),(7), and (9). To the extent a staff member is a mandated reporter of suspected child abuse or neglect or abuse of disabled adults, reporting a suspected incident of hazing to the Coordinator does not relieve the reported of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department of Children and Families as set forth in 33 V.S.A. Statute 4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. Statute 6904.

The Coordinator, or in the event of the unavailability of the Coordinator, the Director of Therapeutic Education, upon receipt of a report of hazing, will investigate the allegation. The investigation

shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from the group in which it occurred or the Academy. Any disciplinary action against a student shall be consistent with the Ch.O.I.C.E. Academy Behavioral Management System and other policies delineated in the Ch.O.I.C.E. Academy Handbook.

If the investigation concludes that two or more students from the same group directed, engage in, aided or otherwise participated in actively or passively an incident of hazing, disciplinary action may be imposed against the group, including revocation of group privileges or trips.

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

Nothing in this policy shall limit or preclude the Coordinator or Director from disciplining a student or other person affiliated with the Academy under any other policy as well as under the terms of this policy.

Hazing is considered a Ch.O.I.C.E. Academy suspendable offense and therefore has the consequence of up to a 2 day (in or out of) school suspension. A youth that engages in bullying behavior is required to perform a reparative act in order to be reintegrated into the community. This reparative act **MUST** involve an empathy building activity and/or apology to the victim of the hazing.

H. ANTI-BULLYING POLICY

The STARS School of Ch.O.I.C.E. Academy wants to create a supportive and accepting educational/treatment environment where youth feel they are valued and safe. No youth enrolled at the Academy should be subject to bullying or intimidation of any kind

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 STARS.

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:

- a) Is intended to ridicule, humiliate, or intimidate the student, and,
- b) Is repeated over time, and
- c) Occur during the school day, on school property, on a school bus, or at a school sponsored activity.
- d) 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.

Bullying behavior is considered a STARS School suspendable offense and therefore has the consequence of up to a 2 day (in or out of) school suspension. A youth that engages in bullying behavior is required to perform a reparative act in order to be reintegrated into the community. This reparative act **MUST** involve an empathy building activity and/or apology to the victim of the bullying.

To address bullying, STARS School of Ch.O.I.C.E. Academy:

- Provide students with opportunities to learn about how to be a safe member of the community and to avoid bullying behavior.
- Encourages students to report personally or anonymously to teacher and Academy personnel acts of bullying. Personal reports can be given to any staff before or after program hours.
- Encourages parents or guardians of students to file written or verbal reports of suspected bullying to the Academy Coordinator or Director of Therapeutic Education/After School Services.
- Requires teacher and other Academy staff who witness acts of bullying or receive student reports of bullying to address the issue immediately and promptly notify the Academy Coordinator or Director of Therapeutic Education.
- Requires the Academy Coordinator or Director of Therapeutic Education to accept and review all reports of bullying, including

anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation. The Director shall investigate any written reports.

- As with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying.
- To the extent permitted under the Family Education Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

Ch.O.I.C.E. Academy delegates the responsibility of data collection to Office Manager. The Office Manager shall collect data on the number of reported incidents that have been verified and to make such data available to the Commissioner of the Vermont Agency of Education and to the public.

I. SEARCH POLICY

The Academy is an environment which is free from weapons and other contraband that could make the environment unhealthy or unsafe.

If a STARS youth is suspected to have a contraband item or items on her/his person (i.e. portable electronic devices outside of phase privileges, weapons, cigarettes, lighters, illegal substances, etc.), she/he will be asked to leave the group area and/or activity and meet with a staff member or members. Once they are in a more private space, he/she will be asked to remove any and all items from her/his pockets and open all bags and containers in her/his possession. If the youth refuses to remove all items from all her/his pockets and openly display contents of all bags/containers in her/his possession, her/his parent/guardian and/or emergency contact will be contacted and he/she will have to leave for the day *with the following exception*. If there is suspicion that the contraband item puts the youth or program at risk (i.e. weapon, illegal drugs, etc.), local law enforcement may be contacted to conduct a thorough search of the youth and/or his/her property. In this case, every attempt will be made to contact parents/guardians **immediately**. ***Refusal to display the contents will lead staff to assume that the youth has an item(s) in her/his***

possession that places the program at risk. Depending on the circumstances surrounding the incident, the youth may be asked to go through a search for a specified number of days following the incident and have other consequences including but not limited to police intervention, suspension, or emergency team meeting. (See **WEAPONS AND DANGEROUS ITEMS POLICIES**)

If the youth gives contraband items to an Academy staff person when asked to do so the items will be put in a safe location and given to the appropriate authorities (i.e. parents/guardians, police, school personnel, etc.). **These items will not be returned to the youth.**

J. WEAPONS AND DANGEROUS ITEMS POLICY AND PROTOCOL

As noted in the above policies, STARS promotes a safe and secure environment. Therefore, weapons and other dangerous items are strictly prohibited. Should a youth be found to have or be suspected to have a weapon, the following protocol will be followed to ensure the safety and security of all staff and all youth in the building.

[NOTE: A *weapon* is defined as any object which can or is intended to be used to inflict harm upon oneself or another person.]

If it is suspected that a youth has a weapon or other dangerous items on her/his person:

1. The youth will be asked to move to an area away from the other students.
2. Once away from the group, the staff will explain the suspicion and ask the student to surrender any and all weapons or dangerous items that he/she has on her/his person.

If the youth voluntarily surrenders the weapon upon request,

1. The weapon will be put immediately in a safe location.
2. Parents and/or caretakers will be contacted and the youth may be asked to leave the grounds for the remainder of the day. The weapon or dangerous item **will not** be returned to the youth. If the youth is suspended, he/she and one family representative will be asked to meet with the Coordinator in order to be readmitted to the program. During this meeting, expectations regarding safety and security will be reviewed.

Any concerns and/or motivations leading up to a youth's bringing of weapons or dangerous items into the Academy will be discussed. Problem solving around these concerns will take place at this time.

3. Police will be notified on a case-by-case basis as determined by the Academy administrative team.

If the youth is threatening a staff, youth, or visitor with a weapon:

1. An effort will be made to evacuate all youth and as many staff as possible from the immediate vicinity of the threatening youth.
2. The best effort will be made to de-escalate the youth and secure possession of the weapon or dangerous items if staff determine it is safe to do so.
3. Police will be contacted to file a report regarding the incident or to intervene, if necessary. Parent(s)/caretaker(s) will be notified once the situation is under control or to provide necessary back-up assistance, if necessary.
4. The youth will be suspended from the program until a meeting of the treatment team takes place and consensus is reached regarding appropriate re-entry to the program. Every effort will be made to hold a treatment team meeting within 48 hours of the incident.

K. SNOW DAY POLICY

The STARS School of Ch.O.I.C.E. Academy snow 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 STARS is not closed, will receive an excused absence from the Academy should he/she or her/his family determine that it is not safe to transport the youth to the program. However, if the Academy is open, youth that can get to the program are welcome and encouraged to come on these days.

L. SMOKING POLICY

260 Beckley Hill is a Tobacco free campus. Guests, students, visitors, staff and parents/guardians over 18 years of age are asked to refrain from smoking in front of underage youth and on school grounds. No youth under 18 is allowed to be in possession of cigarettes, lighters, or other smoking materials at the Academy. Youth over the age of 18

are requested to surrender any tobacco or tobacco related paraphernalia to their designated staff during their classes but may be allowed to take a smoke break off grounds at designated time (break and lunch). Possession of such items on school grounds will be considered possession of contraband and subject to the **SEARCH POLICY** regardless of the age of the student.

M. ATTENDANCE POLICY

The STARS School of Ch.O.I.C.E. Academy staff will record attendance for all youth on a daily basis. Youth with excessive absences will have this issue addressed on an individual basis at team meetings coordinated by their Clinician/Case manager.

Each student has 10 days during the academic calendar year that he/she can be excused.

If a student is absent, the absence will be considered *excused* and will NOT count towards his/her weekly average for **the first 10 days** with the exception of scheduled appointment that are set up or can be verified by the treatment team. If a student chooses not to attend programming after the days have been used, the absence will be considered *unexcused* and will count as a 0 in his/her weekly average. A student who is out in excessive of 10 days during any academic calendar year risks the chance of not earning credit for their academic classes. Students with this type of excessive absenteeism could also be considered not an appropriate fit for the Academy

N. MEDICATION ADMINISTRATION AND HEALTH SERVICES

MEDICATION

A nurse is available most days to administer medication, however, STARS staff have received medication training and certification and can dispense any and all prescribed medications to youth should medications need to be taken when the nurse is unavailable.

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 to brought from home in an original, properly labeled container

Written permission from a physician and parent/legal guardian will need to be on file at STARS for youth to take any non-prescription medication during the day for minor ailments such as headaches, sore throats, etc. If there is an item listed 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. All prescription and non-prescription medication to Academy staff need to be safely stored prior to the beginning of each school day. The Academy prefers that parent(s)/guardian(s) coordinate the delivery of medication with program staff.

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.

O. DRESS CODE

All students and staff are expected to wear clothing to STARS that promotes a safe and healthy treatment/educational environment. Clothes which are sexually provocative (no underwear or bra straps should be visible) and/or glorify unhealthy lifestyles (i.e. drug/alcohol references, misogyny or other forms of hatred, etc.) are not permitted.

Should a staff or student wear such clothing to STARS, they will (for FIRST offense) be asked to change with clothing supplied by STARS; family could also be called to bring them a change of clothes. Any further violation of this policy could result in a student being sent home from STARS services and will need to be addressed by the treatment team.

STARS believes in maintaining a safe academic environment. We believe that clothing can be distracting to student's learning and can be offensive to other STARS student's and staff. The Dress Code policy will prepare students for transitioning out into the work force, back to public school, or in seeking higher education.

P. PORTABLE TECHNOLOGY POLICY

To insure our students' ability to learn and attend to the work they do at STARS, all students must turn in their cell phones, iPods and other portable technology to staff when they enter the building. If a parent, guardian or team member needs to reach a student during the school day, they are expected to contact the Office Manager or student's Clinician/Case Manager and not to contact the student directly. If a student would like to use any form of portable technology as a means to cope with difficult situations or emotions, he/she can work with their Clinician/Case Manager to make this part of their de-escalation/coping plan. Portable technology devices will be returned to students when they leave the building at the end of the day, they will not be allowed to be used during the day.

Q. HEALTHY FOOD POLICY

Research has shown that there is a clear connection between healthy eating and improved school performance and behavior. STARS is committed to providing food and beverages for our students that are low in fat and sugar and made from whole grains as well as providing access to a variety of fruits and vegetables. All meals and snacks provided to the students on a daily basis will be consistent with this aim (with the exception of celebrations, on a limited amount of reinforce trips and the school store). Students may bring a lunch if they are not open to the school options that are provided although parents are encouraged try to honor these guidelines with what is sent into school.

R. GENERAL RELEASE OF LIABILITY

During a youth's enrollment at the STARS School of Ch.O.I.C.E. Academy, she/he will have the opportunity to participate in activities in which there is some inherent risk) e.g. hiking, skiing/snow - boarding, swimming, etc.) STARS does not assume any liability for injuries incurred through such activities *if reasonable and adequate supervision was offered and provided to the best of staff's ability.*

S. USE OF PHOTO & VIDEO

To boost school spirit and morale, STARS staff often take pictures for use in our annual memory books, STARS related events, and to display around the school. Staff use STARS cameras or STARS issued phones and the students can chose to opt out of photos taken. The photos used to produce the STARS memory book will only be distributed to the students/families and faculty of STARS. On occasions, pictures are also used for promotional reasons such as on the WCMHS website or for job fairs; individual releases will be obtained for any pictures released to the public.

Appendix I

An “approved independent school” means an independent school that is approved under 16 V.S.A. 166.

Approved Independent Schools

16 V.S.A. 166

- a) An independent school may operate and provide elementary or secondary education if it is either approved or recognized as set forth herein.
- b) **Approved Independent School.** On application, the State Board shall approve an independent school which offers elementary or secondary education if it finds, after opportunity for hearing, that the school provides a minimum course of study and that it substantially complies with the Board’s rules for approved independent schools. The Board’s rules must at a minimum require that the school has the resources required to meet its stated objectives, including financial capacity, faculty who are qualified by training and experience in the areas in which they are assigned, and physical facilities and special services that are in accordance with any state or federal law or regulation. Approval may be granted without Vermont State Board evaluation in the case of any school accredited by a private, state or regional agency recognized by the Vermont State Board for accrediting purposes.
 - 1) On application, the Vermont State Board shall approve an independent school which offers kindergarten but no other graded education if it finds, after opportunity for hearing, that the school substantially complies with the Board’s rules for approved independent kindergartens. The Vermont State Board may delegate to another state agency the authority to evaluate the safety and adequacy of the buildings in which kindergartens are conducted, but shall consider all findings and recommendations of any such agency in making its approval decision.
 - 2) Approvals under this section shall be for a term established by rule of the Board but not greater than five years.
 - 3) An approved independent school shall provide to the parent or guardian responsible for each of its pupils, prior to accepting any money for that pupil, an accurate statement in writing of its status under this section, and a copy of this section. Failure to comply with this provision may create a permissible inference of false advertising in violation of T. 13, V.S.A. 2005.
 - 4) Each approved independent school shall provide to the Commissioner of October 1 of each year the names and addresses of its enrolled pupils. Within seven days of the termination of pupil’s enrollment, the approved independent school shall notify the Commissioner of the name and address of

the pupil. The Commissioner shall forthwith notify the appropriate school officials as provided in section 1126 of this title.

- 5) The Vermont State Board may revoke or suspend the approval of an approved independent school, after opportunity for hearing, for substantial failure to comply with the minimum course of study, for failure to comply with the Board's rules for approved independent schools, or for failure to report under subdivision (b)(4) of this section. Upon revocation or suspension, students required to attend school who are enrolled that school shall become truant unless they enroll in an approved public school, approved or recognized independent school or approved home instruction program.
- 6) This subdivision applies to an independent school located in Vermont which offers a program of elementary or secondary education through correspondence, electronic mail, satellite communication or other means and which, because of its structure, does not meet some or all the rules of the state board for approved independent schools. In order to be approved under this subdivision, a school shall meet the standards adopted by rule of the state board for approved independent schools which can be applied to the applicant school and any other standards or rules adopted by the state board regarding these types of schools. A school approved under this subdivision shall not be eligible to receive tuition payment from public school districts under chapter 21 of this title. However, a school district may enter into a contract or contracts with a school approved under this subdivision for provisions of some education services for its students.
- c) The board of trustees of an independent school operating in Vermont shall adopt harassment policies, establish procedures for dealing with
- d) harassment of students, and provide notice of these as provided in section 565 of this title for public schools, except that the board shall follow its own procedures for adopting policy.
- e) An approved independent school which accepts students for whom the district of residence pays tuition under chapter 21 of this title shall bill the sending district monthly for a state-placed student and shall not bill the sending district for any month in which the state-placed student was not enrolled.
- f) An approved independent school which accepts students for whom the district of residence pays tuition under chapter 21 of this title shall use the assessment or assessments required under subdivision 164 (9) of this title to measure attainment of standards for student performance of those pupils. In addition the school shall provide data related to the assessment or assessments as required by the commissioner.

Appendix II

CYFS Policy for Behavior Support

Policy Overview

CYFS is dedicated to providing treatment to children with emotional and behavioral disorders in the least restrictive environment possible in compliance with Rule 4500 (<http://education.vermont.gov/new/pdfdoc/board/rules/4500.pdf>). In order to provide this treatment, all children will be supported with a variety of evidenced-based techniques to promote a child's maximum participation in their home, school and community settings. One component of treatment is behavior support planning and techniques for supporting youth to prevent behavioral dysregulation.

Behavior Support Planning

As part of their treatment, each youth participating in CYFS Success by Six Programming will have a Behavior Support Plan that is informed by a thorough functional behavior assessment conducted by a trained Behavioral Consultant in the principals of Applied Behavioral Analysis. Plans, relevant data, and youth progress while participating in the program are reviewed with parents/guardians and broader school team throughout the youth's participation in the CYFS programming.

Use of De-escalation and Physical Intervention Techniques – Handle With Care

Most of the youth referred to treatment with our programs demonstrate behavioral dysregulation requiring staff trained in de-escalation and physical intervention techniques. In such cases, CYFS staff use Handle With Care prevention and intervention techniques. Handle With Care is listed in the Directory of Recommended Programs that Teach the Prevention and Appropriate Use of Restraint in School Settings by the Vermont Department of Education. As per training requirements, Handle With Care interventions are only implemented by trained and competent personnel who are in charge of the child's care. Before such techniques may be used with a child, parents, guardians, and/or collaborating teams need to be oriented to Handle With Care, its uses, exclusions and the training of our staff.

Handle With Care techniques require that the least restrictive interventions be applied first, beginning with a full array of de-escalation techniques. If, however a youth continues to escalate despite de-escalation efforts, staff may need to implement physical restraint procedures to maintain the youth and other's safety. HWC does train a variety of standing, seated, and prone restraints, however, HWC states that prone physical restraints are more restrictive than other forms of physical restraint (i.e. standing restraint) and may be used only when a less restrictive intervention or restraint has failed or would be ineffective to prevent harm to the student or others. Given this, prone restraints are only used when all other restraint methods have proved ineffective. The decision to utilize a physical restraint will only be done so, "in a manner that is safe, proportionate to an sensitive to the student's: severity of behavior; chronological and developmental age; physical size; gender; ability to communicate; cognitive ability; and

known physical, medical, psychiatric condition, and personal history, including any history of physical, emotional or sexual abuse or trauma” (see Rule 4500, section 4502.1)

Training

Children, Youth and Family Services utilizes the Handle With Care model of prevention and intervention which emphasizes de-escalation strategies through education of staff about the tension and tension reduction cycle, how to build rapport with the children with support, to discriminate between uncomfortable and dangerous situations that pose a real risk to the safety of the child in our care or to others around the child. In addition to this training, the Handle With Care model also includes techniques for safely intervening physically with children who have become a threat to their own or other’s safety. In order to ensure the safe implementation of these techniques, the following guidelines will be utilized by all CYFS staff:

1. Before working with children, all new staff must participate in a full Handle With Care training by a certified Handle With Care trainer. This participation must be documented and included in the staff’s file.
2. All staff must participate in a minimum of yearly retraining on Handle With Care techniques.
3. Staff are encouraged to work with Handle With Care trainers on an ongoing basis to ensure effective practice of prevention and intervention techniques with children.

At this time, CYFS employees are not allowed to train anyone *outside the employ* of CYFS in the Handle With Care techniques. If families or schools are interested in obtaining such training, they can inquire with Handle With Care directly.

Approved HWC Holds and Releases:

Same side wrist grab release
Two on one wrist grab release
Two on two wrist grab release
Cross hand wrist grab release
Front choke/label grab release
Rear choke release
Hair pull release
Bite release modified
Arm bar choke/head lock
Straight punch

Hook punch/weapon attack/thrown object
Kick
Primary Restraint Technique (PRT)
1-person escort
2-person escort
PRT – Solo and two-person take down
Modified PRT - Tripod modification
Bear hug release

*** other holds approved on per case basis subject to review from HWC Committee ***

Exclusions for use of Handle With Care Techniques

- Handle With Care techniques may NEVER be used in the following circumstances:
 - For compliance, punishment, retaliation or due to staff shortages
 - Before utilizing a lower level intervention or methods of de-escalation
 - When there is no real or imminent safety risk to the child or others around the child

- Specific holds and releases that are NOT to be used by CYFS staff are:
 - The bite release requiring hooking the nostrils
 - Any hold that a treatment team deems inappropriate for the child due to clinical issues specific to the child's treatment needs
 - One or two person supine restraints

Intervention by non-HWC trained Staff

There are clearly times when assistance may be requested from our collaborative partners (e.g., school staff) in the time of a crisis. While every effort will be made to avoid the need to request support, non-HWC trained staff can support a WCMHS HWC trained staff in providing behavioral support to a youth. In this case, the non-WCMHS staff must follow all directions of the WCMHS staff to ensure efficacy of treatment and adherence to the HWC protocols.

If the non-WCMHS staff opts to take over the intervention without invitation or assent, the WCMHS staff will remain until the crisis has passed, inform their supervisor(s) of the event, and then return to CYFS for the remainder of the day. The non-WCMHS staff will be responsible for the youth for the remainder of the day. WCMHS staff will not resume work with the identified youth until the team reconvenes to discuss the incident with a focus upon clarifying roles and crisis protocols.

Post-vention requirements

As per Rule 4500, all youth who have required restraint or seclusion will require medical monitoring throughout the remainder of the school day. Youth served in a School-based program will be supported by a nurse or nurse-delegate from the school staff. Youth served in a WCMHS, CYFS independent program will be monitored by a WCMHS nurse or nurse-delegated staff person.

Other Related Procedures: Use of a Time Out Room

A timeout is a procedure conducted apart from a student's assigned class or activity, possibly in a designated time out space. It is used to separate a student from others for the purpose of eliminating or at least reducing, the occurrence and/or intensity of harmful behavior or to enable the student to regain composure and return to class or other activity. *A planning room or other area used as a place in which to meet with a student to discuss his or her behavior is not a timeout room.* If used, a time-out room is:

- Unlocked at all times with an unlatched door;
- Large enough to permit safe movement;
- Adequately lit, heated, ventilated and free of dangerous objects;
- A room with safe entry and exit so that the student may leave at any time if deescalated and is no longer considered a safety hazard to self or others;
- A room in which a student is visually and directly monitored at all times by an adult;
- To be used as a temporary measure;
- Is not used for staff convenience or for youth punishment.

If the use of a time out room is to be used as part of a youth's intervention plan, clinical staff will review this procedure with the sending team along with evidence that this procedure is required and therapeutically indicated. Data regarding the use of the time out room and the need for its continued application will be reviewed with the youth's team at regularly scheduled team meetings.

Other Related Procedures: Use of Seclusion

Seclusion is the involuntary confinement of an individual alone in a room or area from which the individual is physically prevented from leaving by use of a latched but unlocked barrier or door. Seclusion *does not* include a time-out where a student is under direct adult supervision. If seclusion is to be used as part of a youth's intervention plan, clinical staff will review this procedure with the sending team along with evidence that this procedure is required and therapeutically indicated. Data regarding the use of seclusion and the need for its continued application will be reviewed with the youth's team at regularly scheduled team meetings.

Other Related Procedures: Use of Locked Seclusion, Mechanical and Chemical Restraints

Locked seclusion, mechanical or chemical restraints are not approved interventions at WCMHS – CYFS as this time and will not be used.

Documentation

See Appendix A for a listing of CYFS staff reporting responsibilities regarding incident reporting for physical intervention and/or seclusion. The Incident/Accident Report form to document physical restraints and seclusion can be found in Appendix B.

Handle With Care Review Committee

The HWC Review Committee reviews cases in which there are outstanding client needs or behavioral presentations that HWC techniques, as trained, do not appear to adequately address. This committee works in consultation with the HWC professional team to offer specific guidance and written direction to the teams supporting identified youth. All queries are welcome and are fielded through the HWC Committee Coordinator who then assembles the committee. CYFS staff are required to consult with the HWC Review committee before making any changes to HWC approaches and techniques. If an emergency arises, staff are required to contact the HWC Review Committee Coordinator or their designee within one business day of the incident to arrange a review.

Grievance Procedure

Please follow the WCMHS grievance procedure.

Appendix III

Confidentiality Provisions

All staff members are 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, anyone becomes aware of an unauthorized use and/or disclosure of client related PHI by WCMHS personnel, he/she should 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 treatment team members upon receipt of an authorization form executed by the student's parent or guardian.

Ch.O.I.C.E. Academy 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.

Ch.O.I.C.E. agrees that all student-related PHI generated by it 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.

Ch.O.I.C.E. 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 Zone 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 sending school agrees to destroy such PHI consistent with its record retention policies and practices.

Appendix IV

Educational Records Protocol

The Academy Coordinator will be the legal custodian of all educational records at Ch.O.I.C.E. Academy. The Director of Adolescent Therapeutic Education and After School Services 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 request to the Coordinator in writing using the appropriate form and/or specifying as precisely as possible the information he or she wishes to inspect. The Coordinator 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 Coordinator to amend the record. If the Coordinator decides not to amend the record as requested, the student and/or parent or guardian may appeal this to Lisa Estivill, the Director of Therapeutic Education/After School Services, 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 Ch.O.I.C.E. 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.

Ch.O.I.C.E. will maintain a record of all requests for and/or disclosures of information from a student's records according to The Academy's procedures.

2016-2017 STARS School CALENDAR

AUGUST 2016	
School begins	August 29
DAYS IN SESSION:	3 DAYS
SEPTEMBER 2016	
Labor Day HOLIDAY-Closed	September 5
DAYS IN SESSION:	21 DAYS
OCTOBER 2016	
No School-Closed	October 7
Columbus Day HOLIDAY - Closed	October 10
Early Release-School will end by 11:30	October 19
DAYS IN SESSION:	19 DAYS
NOVEMBER 2016	
Veteran's Day HOLIDAY - Closed	November 11
Thanksgiving Break	November 23-25
DAYS IN SESSION:	18 DAYS
DECEMBER 2016	
December 23 rd 1/2 day for students--school will end by 11:30	
Holiday Break	December 26-30
DAYS IN SESSION:	17 DAYS
JANUARY 2017	
School resumes	January 2
Martin Luther King's Birthday HOLIDAY-Closed	January 16
Early Release-School will end by 11:30	January 18
DAYS IN SESSION:	21 DAYS
FEBRUARY 2017	
Winter break	February 27-March 3
Program Closed-No services for students	March 6
DAYS IN SESSION:	18 DAYS
MARCH 2017	
Town Meeting Day HOLIDAY-Closed	March 7
School resumes	March 8
DAYS IN SESSION:	18 DAYS
APRIL 2017	
Spring Break	April 17-21
DAYS IN SESSION:	15 DAYS
MAY 2017	
Early Release-School will end by 11:30	May 17
Memorial Day HOLIDAY-Closed	May 29
DAYS IN SESSION:	22 DAYS
JUNE 2017	
Last Day of School Year	June 14
DAYS IN SESSION:	10 DAYS
TOTAL DAYS IN SESSION:	182 DAYS

STARS School of Ch.O.I.C.E Academy hours are 8:30 to 3:00 Monday through Friday.

(Exact days and times to be determined)

August 4

ACKNOWLEDGEMENT OF RECEIPT

I/We, _____ and _____ have received the 2016-2017 STARS School of Ch.O.I.C.E Academy Handbook and have read and understand the contents. We agree that _____ will be enrolled in the STARS School of Ch.O.I.C.E. Academy under these terms and conditions.

Parent/guardian signature(s)

Date

Youth signature

Date

Coordinator signature

Date