



Children's Community Based Services

Educational Parent-Student Handbook

Richmond Service Region 2024-2025

Richmond Campus
2100 Peach Creek Richmond
Melbourne, VA 20110
800-674-6666

Table of Contents

A. Address: Who Should Use This Book?	ii
1. The Author	ii
2. The Book	ii
3. The Student	ii
4. The Parent	ii
5. The Teacher	ii
6. The School	ii
B. Acknowledgments	iii
1. The Acknowledgments	iii
2. The Acknowledgments	iii
3. Acknowledgments for Funding	iii
4. Other Acknowledgments	iii
5. Acknowledgments for the Reviewers	iii
6. Acknowledgments for the Illustrations	iii
7. Acknowledgments for the Cover	iii
8. Acknowledgments for the Editor	iii
C. Program Information	iv
1. Learning Objectives	iv
2. Instructional Materials	iv
3. Assessment	iv
4. Implementation	iv
5. Materials	iv
6. Support Materials	iv
7. Technology	iv
D. School Programs	vii
1. School Programs	vii
2. Instruction	vii
3. Instructional Materials of Instructional Materials	vii
4. Instructional Materials of Instruction	vii
5. Learning	vii
6. Learning Goals	vii
7. Instruction	vii
8. Instructional Materials	vii
9. Instructional Materials	vii
E. Materials & Special Needs	viii
F. Student Learning Resources	xvii
G. Additional Support Learning Materials	xviii
H. Professional Support Learning Materials	xix
I. Acknowledgments	xx
1. Acknowledgments	xx
2. Acknowledgments	xx
3. Acknowledgments	xx
4. Acknowledgments	xx
5. Acknowledgments	xx
6. Acknowledgments	xx
7. Acknowledgments	xx
J. Copyright Information	xxi
K. Accessibility	xxii
L. Appendixes & Section of Materials	xxiii
M. Financial Information	xxiv
1. Financial Information	xxiv
2. Financial Information	xxiv
3. Financial Information	xxiv
4. Financial Information	xxiv
5. Financial Information	xxiv
N. Shipping	xxv
O. Shipping	xxvi
P. Shipping	xxvii

WELCOME TO GRAFTON

Welcome. The following sections in this manual will give you information and hopefully answer many of your questions concerning the enrollment process and life at Grafton.

A. Grafton: Who We Are

1. Our History

Grafton began because one mother was determined to see her child educated as education is a key to life learning problems and is a sign of the fact that people without normal thinking ways. That was in 1958 before we had laws that protected children's right to education. In July 2011, we became Grafton Integrated Health Network (GIHN). Students enrolled may present with academic, developmental, social, and/or mental health needs that cannot be adequately addressed in a traditional educational program. Thus, as their child's early identification, we continue to serve individuals with complex disabilities whose options for services are limited.

2. Our Work:

The individual's success are at the center of all we work. Working families, friends, and professionals together on their behalf. Our work is to help a student progress toward maximum independence and community inclusion. Our goal is to support individuals in developing the functional skills and required tasks essential to their community of choice.

3. Our Mission

The Grafton Integrated Health Network is dedicated to providing a specialized environment which combines both academic and therapeutic components necessary to facilitate the optimal development of each individual student. Grafton makes a viable solution for our opportunities for individuals challenged by complex disabilities.

4. Our Vision

Grafton is committed to excellence in the delivery of person-centered care and value added services. We believe that by operating along our core values of quality, customer focus, integrity, and accountability, Grafton will continue internationally recognized as the preferred:

- Provider of choice,
- Employer of choice, and
- Strategic partner of choice.

Grafton believes that its commitment to solving problems, its staff's expertise and continuous quality improvement by its standard business model is the best way to ensure the optimal outcomes for the real number of care.

5. Our Core Values

- **QUALITY** is our foundation. We take pride in the contributions we make to the lives of the people we serve.
- **Customer Focus** is the way we do business. We commit to anticipate and understand the needs of our customers both internal and external to ensure they are satisfied.
- **Integrity** is our pathway to credibility. We hold ourselves to the highest standards of honesty and ethical behavior.
- **Accountability** is our responsibility. We earn trust by being responsible for all our statements, actions, and needs.
- **Adaptability** is how we adapt to a quickly changing environment. We shift our focus and respond thoughtfully to new challenges and assignments.

B. Admissions

TUITION & FEES

The tuition and fee educational services covers all materials and instructional services provided to the students. The funding agency is billed at the end of each month. Other other services (Speech, Occupational Therapy and Individual Therapy, etc) are covered by the students. All such services will be billed upon published rate schedule and bills to the funding agency assigned upon the event that a student is presently placing a private pay tuition must be paid at the beginning of the month.

1. Non-Discrimination

This provider shall figure out if Title prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title III provides that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (28 U.S.C. Section 6101(a)).

Griffith is committed to ensuring that no person is excluded from participation in, or denied the benefit of its cooperation services on the basis of race, color, or national origin, as prohibited by Title III of the Civil Rights Administration (Title) Under 42 U.S.C. If a person receiving services believes they are being denied participation in or being denied benefits of the service services provided by Griffith, or otherwise being discriminated against because of race, color, national origin, gender, age, or disability, details contact information is:

Jayce Stewart, Title III Manager
Griffith Occupational Health Services
1741 East 1000, Westchester, OH 45386
419-522-6200

www.griffithhealthservices.com

Griffith reserves a copy of Griffith's complete Title III Plan and associated procedures at www.griffith.com.

2. Admissions

We welcome and admit individuals of any race, color, national and ethnic origin, socio-economic background to all the rights, privileges, programs, and activities made available to all individuals supported by Goshute. Goshute does not discriminate on the basis of race, color, sex, physical or mental handicap.

Goshute's admission decision for each individual is based on a combination of the materials presented and consideration of information obtained during the pre-admission interview. From these sources, we determine if Goshute can support the level of care needs of the individual/individuals.

The staff in our Access Department will work with you making the arrangements for admission including the day, time and place of your arrival. An Admissions Case Manager will direct you to the intake site. We may be a virtual visit or a residence.

Each Goshute resident is required to have a current (a) recent physical (no older than 60 days or within the last 12 months if transferring from another care level or facility), relevant scans completed within the last 12 months, and record of immunizations prior to admission. If your child is currently taking medication, we will need original prescriptions (when possible one month prior to admission) as well as the pharmacy supply in the original container. Our staff will discuss specific scan requirements for medication distribution with you. Goshute will ask for primary care physician information for the purpose of keeping the PCP apprised of progress.

You will receive a packet that contains all the forms that Goshute is requiring (leading to maintain in your child's case record). These forms help us better serve your child. Most require your input, all require your signature. **Without this information, admission cannot occur. Additionally, only the child's/children may sign the forms.** Please note that the permission forms will be updated annually.

Forms can be found in the Access Department prior to admission (1-800-633-7272). An Admissions Case Manager will review the information received and contact you should additional information be required. Your copies are to be brought with you the day of admission.

Our staff will be glad to answer any questions you may have or please call:

You may reach the Access Department at 1-800-633-7272, extension 6333 or 6337. If the line is busy, please leave a voice mail message and they will return your call as soon as possible. The mailing address for the Access Department is:

Goshute
Access Department
1740 Hwy 2000
Winchester WA 98593

3. Special Notes for First Day

When you arrive at school from day one, your child's case manager or other knowledgeable staff will meet with you. They will review the Individualized and Help you complete formal paperwork questions about them.

An information sheet that lists important contacts will be given to you before you leave. This will be a handy reference sheet for you.

After all the intake activities are over you can finalize the formal agreement your leaving. You know your child best, so the decision is yours. We will follow your lead.

Parents may access Student's Emergency Preparedness Plan which addresses various types of emergencies an emergency response or by requesting a print copy via email to the Principal. Additionally, should the need arise for a campus to be locked down or evacuated, the following alternative site will be used to notify parents/guardians with that day student:

Integration
1888-222-2222 (Toll Free)
North Shore County via 920-666

4. What to Bring

- clothing:** It is recommended that all students have at least one full change of seasonally appropriate clothing available within the school. For students who wear pajamas or who are prone to taking accidents, it is recommended that in case that one full change be present within the school.
- all items need to be personally packed:** The student is able to track your child's clothes. However, all clothing items should be in the locker bins or some so that the child cannot be identified by items brought.
- snacks:** For students who utilize eating supplies such as pajamas, please send an ample supply no less than daily however weekly or monthly supplies are also welcome.

5. What Not to Bring

While your child is at school, he or she will be sharing space with others, so if something is inappropriate, please do not send it.

Do Not Bring/Use:

- | | | |
|--------------------------|---------------------|--|
| _____ alcohol/minorities | _____ guns | _____ religious |
| _____ hair gel | _____ knives | _____ recreational electronic tablets or iPads |
| _____ minicams, spy cams | _____ other weapons | _____ roller skates |
| _____ cigarettes, cigars | _____ slingshots | _____ recreational MP3 players |
| _____ fireworks/rockets | _____ fireworks | _____ useless steel or glass drink bottles |

Do

Students will not accept responsibility for items that are not theirs, lost or stolen. Lost or stolen property, equipment, vehicle, computer, recreational facilities, and will accept liability. To ensure that, that cannot be held responsible.

6. Multidisciplinary Team

(Inclusion, a team supports each student. The make up of this team will reflect the individual's needs. The following is a description of the teacher staff that they're to be a part of the multidisciplinary team members that supports your child.)

- **Case Manager:** Each individual enrolled at teacher is assigned a case manager. The case manager coordinates all activities and programs for your child. The case manager will be teacher's communication link for you and for the agencies supporting your child. The case manager is responsible for contacts with the local school districts (LSD) for the children they have placed at teacher. The frequency of this contact is determined by the child and includes at minimum, progress updates as often as required (GR).
- **Medical Staff:** Each individual is supported by a variety of professional clinical staff depending on their individual needs. These may include physicians, nurses, therapists, behavior clinicians, speech therapists, and occupational therapists.
- **Teachers:** Classrooms are staffed with licensed teachers appropriate to their teaching assignment. Selected on the basis of training and student needs, these individuals are responsible for the implementation of the Individualized Education Program (IEP).
- **Instructional assistants:** Our school is staffed with individuals who have a range of experience and training provided that student needs during school hours. Instructional assistants support treatment and assist the teacher in providing instructional opportunities related to core academics, physical education, artistic appreciation, recreational activities, daily living, community life, and leisure/recreation.

*All teacher staff who are responsible for direct care are certified in state/DCI IEP and First Aid. Additionally, all Teachers are certified in automated external defibrillator.

Teacher team members involve families and agencies through regular telephone contact and periodic meetings.

In accordance, you will be given an information sheet listing the specific people who will be working with your child. Please keep this sheet as a handy reference guide, especially when you children talk to help parent with work with your child.

7. Keeping in Touch

Parents/teachers may visit their child's school site during the school day. In order to ensure the student is not away from campus or that the student is not involved in a scheduled therapy session, it is important to schedule visits in advance with the case manager. If parents or guardians wish for activities beyond or outside to visit, specific written permission from the legal guardian must be given before the patient will be allowed to visit. This requirement also applies to non-related parents.

It is our goal to help students return to the community school of their choice. Therefore, frequent communication is a vital part of the school/parent relationship. Communication methods will vary based upon student/parental needs and may range from daily to monthly.

- **Professional Staff:** Parents/guardians may be scheduled to attend meetings with staff such as the case manager, therapist, or teacher. Please make arrangements to have other children (under 18) who come with you supervised by another adult who is not participating in the professional meeting. It is expected that all visitors conduct themselves in a legal and professional manner while on teacher property and while communicating with teacher staff.

E. Program Information

1. Licensing and Accreditation

The Virginia Department of Education licenses our private day school which is accredited by Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools (MSA-CES), which is recognized by NCE. This school has awarded the official seal of approval by National Association of Special Education Teachers (NASSET) since 2024 School of Excellence!

2. Facilities & Equipment

Teacher's academic programs include space for classroom, therapy services (such as speech/language/therapy, occupational therapy, Applied Behavior Analysis and Individualized therapy), recreational space, and storage space for teacher instructional materials and resource supplies. There are offices and meeting areas at the school. Teachers and students have access to computers, iPads, copiers/printers, SMARTboards, and additional useful technology by staff placement based on the needs of the individual students. Therapeutic treatment space is available and gymnasium are available. A sensory room and an outside playground is also available for student use. Students also participate in off site community based job and/or volunteering experiences (per needs of student).

3. Service Plans

All students entering a teacher program will have a Treatment Plan based on the student's symptoms of concern and reason for referral which includes a detailed discharge plan including associated measurable goals and objectives. An initial Treatment Plan is completed upon enrollment and includes initial treatment strategies. The new Treatment Plan is updated/complete within 7 days after enrollment and is updated by the multidisciplinary team during the student's team meeting within 30 days. The current Treatment Plan is developed from historical information, parent/guardian and agency interviews, and current clinical, educational and medical assessments. The ongoing Treatment Plan is designed based on this information, as well as behavioral data collected on a weekly basis. Treatment to address behavior setting is the continual focus of the treatment plan process including monthly updates to the discharge criteria and review of applicable data associated with discharge goals and objectives.

Each student enrolled in the Behavioral program enters with a current IEP and the services in this plan are implemented for the first 30 days of enrollment. At this point, based on current assessments, an updated IEP may be required. Teacher staff will advise the student's life (and school system) in the development, review, and approval of an IEP in accordance with all state and federal requirements. Participation in the IEP process by the student, parent/legal/guardian, and therapist is documented.

4. Progress Reports

All students have multidisciplinary team (MDT) meetings conducted at least monthly to support and monitor their education and treatment progress. Specific progress on goals and objectives in the Treatment Plan (behavioral health) and the IEP (academic) are discussed and reviewed. If progress is not on track according to the treatment/progress prediction for accomplishment based on the plan timeline, the MDT designs strategies and interventions to facilitate student progress.

Additionally, during every month, the supervising administrators review current scores to assess satisfactory progress. Specific feedback and guidance is given to staff as indicated. IEP progress updates are sent to the parents, the local school system and other associated team members in accordance with IDEA regulations.

For IEP regulations, a team meeting must occur within 60 days of an assessment of a student in a private day school to discuss the Student Improvement Measures form. This measures student progress as well as measures a student's level of function in comparison with same age peers. This meeting will occur annually for all students and measures completed by the end of June each year. This is also completed when a student exits the program.

5. Recreation and Physical Exercise

Griffin provides and promotes recreational and physical exercise activities consistent with an individual's age, developmental level, interests, and needs. These activities may occur at Griffin, off-site sites of, or in the community. Recreational activities are voluntary and not-for-profit and are structured to enhance the learning opportunities for students. Community recreational resources are utilized including, but not limited to, community athletic leagues.

In school physical education schedules are developmental part of the general school day and are integrated into the individual education schedule. Activities may be developed and led by a Griffin teacher and/or a contracted licensed provider. All necessary modifications or accommodations are made to account for medical or physical limitations which may impact full participation in typically school physical education activities.

Recreational activities and field trips are directed and supervised by staff knowledgeable in the techniques required for the activities.

6. Religious Activities

If/when Griffin operates in a non-secular manner, neither requiring participation in religious activities nor denying admission on the basis of religious preference, Griffin staff will provide opportunities for students to participate in religious activities if the students desire. However, religious activities/education may be limited by the safety of activities in the local community. Staff and/or students' illnesses, activity schedule conflicts, last-minute absences may prevent attendance at specific religious services.

7. Transportation

While at Griffin, our child will be involved in a variety of activities. Many of these activities will be in the community. Griffin students are transported in vehicles (cars or vans) which are owned or leased by Griffin and operated by Griffin employees. Griffin vehicles will drivers' licenses for all staff transporting students. All of Griffin vehicles are properly insured and licensed according to these requirements.

B. School Programs

1. School Philosophy

Griffin embraces a research-based approach to instruction which includes informal and formal assessments, curriculum alignment, mapping, and data analysis. Emphasis is on data-based decision-making which is used to design and monitor instructional strategies to provide student's educational program. Student preferences, interests and abilities are noted and inform the staff of instructional opportunities. The integration of special education and behavioral health enhances opportunities for students to recognize their strengths and use them to achieve success in learning across diverse subjects/environments. This integration allows the teacher and the students engage in alternative formats for presentation, action, expression, and engagement. This resulting philosophy fosters a motivation for lifelong learning, attention to one's needs, enhanced functional autonomy and quality of life.

2. Curriculum

Griffin provides a blended curriculum that balances academic and functional skills. It is designed to provide a variety of instructional opportunities to students with a wide range of disabilities. For all students 18 years and above, credit-based learning is provided as an option in a variety of courses as applicable, assessment and training.

All students are assessed to ensure that, usually with the written consent of their parent and/or legal guardian, assessment results are shared with the educational team prior to development of the appropriate educational plan for the student. Assessment tools are adapted for use via internal review team and may be modified at any point during the school year based upon program needs or acquisition of superior options.

All students have access to and instruction in the curriculum standards adopted by their home state. In Virginia this would be the Virginia Standards of Learning/Virginia Essential and Standards of Learning in English/Language Arts, Writing, Mathematics, History/Social Science, and Science. In addition, we provide instruction in Early Learning, Career and Technical Education, Computer Technology and Community Living Skills, as appropriate. This is followed by the placement in and the monitoring of progress of each student in one or more of the following curricula. Curriculum and materials are adapted to provide learning at an optimum rate with high retention and broad generalization.

Current available curriculum options include but are not limited to:

- The Virginia State Department of Education - Standards of Learning Curriculum Framework
- The Virginia State Department of Education - Virginia Essential and Standards of Learning
- The ICDL - Strategies for Teaching Basic to Action Research
- Virginia Transition Skills Activities
- Program Inventory
- Early Learning Skill Builder
- Teachmeanth
- Kansas Reading Level One & Two
- CenterLife Modules

- The state curriculum or alternate state curriculum if the student's placing state other than Virginia
- Sex-Ed activities (Sex-Eds) (State Curriculum)
- Graduation
- PE/Health/Art
- Elective/Functional Skills Series
- Work-Based Learning - Working State Curriculum
- ILE (Technology Based Instruction)
- Unique Learning System

Instructional strategies and modifications, as well as assistive technology, are based on the student's IEP. The instructional methods and accommodations include environmental strategies and take into account the student's writing, fine and gross motor needs of each student. Instructional decisions and interventions are data-based.

2. Educational Objective of Each School Program (Please see Attachment B for program description and objectives)

Gateway has several different programs that are dependent on the functioning/needs of the student and are determined by the student's IEP team. The different activities and the educational objectives/details of each of these programs can be located in the "Program of Studies Handbook" which can be accessed at www.gateway.edu.

Students are offered opportunities to participate in arts and music based curricular experiences as part of the student educational day. Additionally, with parental and/or legal guardian consent, and as deemed appropriate by the student's multi-disciplinary team, students may participate in a family life curriculum appropriate to their functional and developmental level.

In each program, Gateway assigns or assigns teacher to student ratios defined in state regulations. There is at least 1 teacher for every 8 students along with 1 to 2 instructional aides. The number of instructional aides is dependent on the individualized needs of the students.

- **Integrated Program:** This program exists for those students whose IEPs indicate that they cannot meet it but the requirements of the Virginia Standards of Learning (SOLs) criteria of the student's home state.

This program is designed for the student who needs a highly specialized learning environment to develop life skills. The educational objectives include daily living and career and technical education skills. Blended into the program objectives are the academic areas of English/language arts, mathematics, history/social science, and science which are based on the aligned state standards of learning. Students participate in learning with emphasis on communication skills in functional context.

The student may spend a portion of each school day in career exploration, assessment or training as called for in the IEP. The career courses include job exploration, career and technical education assessment (typically educational) and job training via an individualized task analysis for each job skill set. Training courses are tracked according to labor standards and students who participate are given opportunities to a predetermined set of work skills and work behaviors. These work experiences may be in school or community-based. The completion of this program and the requirements of the student's Individualized Education Program (IEP) results in the issuance of a certificate of applied studies or certificate of completion.

- **General Education Program:** The General Education Program exists for those students whose IEP team indicates that they are fully participating in a curriculum based on the Virginia Standards of Learning (SOLs) or the applicable standards of their home state. The objective of this program is to improve competency in the four core academic subject's areas of English, Mathematics, History/Social Studies and Science. It identifies those subject areas, learning standards/objectives, provides a balance of functional skills and career skills that feature successful transitioning into adult living.

Notice that currently, Grafton administration will confer with the student's home IEP to ensure that course offerings remain in alignment with graduation requirements.

4. School Attendance and Tardiness

Grafton's annual school calendar is published on www.grafton.org in the Spring and commences July 1 of each school year. Grafton's school program provides 180 school days each year with approximately 13 early dismissal days.

Maximum benefit from an educational program necessitates good attendance. Absentees are expected to attend school regularly and to be on time. Instructional staff document attendance and/or tardiness daily with formal notification being made to the home IEP as per the requirement of the IEP.

There are times when a student is unable to attend school. Therefore, when a student will be absent for all or part of a day, it is the responsibility of the parent or legal guardian to inform the school each day his or her child is absent or not in attendance for the entire school day. If a student is absent without contact, a case manager, employment teacher will make reasonable effort to contact the parent or legal guardian the student every day to identify the reason for the student's absence.

Absences that may be considered excused (approval of a valid written note or other form of notice approved by the school from the parent or guardian on the day of the student's return to school) include:

- Illness (if over two days, the affecting party requires a note from the physician)
- Medical and dental appointments
- Court appearances
- Death in the family unit
- Extenuating circumstances as determined by the principal or assistant principal of the school

Any absence for which there is no valid written excuse and/or communication from the parent will be considered an unexcused absence.

If attendance or tardiness becomes a concern it is the teacher's responsibility to report this to the Principal. The Principal then gathers the various reasons for the absences and/or tardiness and presents this to the student's multidisciplinary team (MDT). The MDT either determines strategies and techniques to encourage attendance and punctuality or if the reasons fall outside of Grafton's domain, the MDT determines the need to contact the student's governing agency.

5. Grading

For all students addressing standards articulated in standard systems, an advanced standard system or diploma, or other grading system is used. Students placed in Virginia by another state who are earning an advanced diploma also follow this grading scale. Grades are given based on a predetermined scale that can include lesson content, skill development and participation. Individual content teachers use their ability to develop course-specific grading guidelines and procedures with respect to assign more weighting, making work, quizzes, tests, and homework. Each course has a point grading scale.

Grading Scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 50 and below

Elementary, Middle, and High School students in the Integrated program receive letter grades based upon a scale in consultation with their placing Local Education Agency.

All students are evaluated by using state grades based on the listed criterion in their IEP goals and objectives.

Grades follow all promotion and/or retention decisions to the same (all based upon their local standards). Additionally, while a teacher may issue a certificate of attendance, it is the responsibility of the student's home LEA to issue the formal graduation document.

6. Make-Up Work

The majority of the students at Griffin do not work in a curriculum in which make-up work would be beneficial.

There are other students who, based on their curriculum track or diploma option, might encounter the need for make up work. The teacher in conjunction with the principal makes the determination of this need. The factors considered include the educational value of making up work, the reason for absence resulting in the need for make up, and the student's multidisciplinary team's (MDT) recommendation on this topic.

For students who are working at the high school level with the intention of earning a standard diploma or advanced studies diploma, high frequency of absences impact the student's ability to earn credits and pass the required end-of-course exams. In this situation, Griffin will contact the student's local educational agency to determine how they would like to proceed. If making up work is determined to be the best course of action by the LEA and the IEP team then Griffin's principal works with the student, the teacher, and the student's MDT in developing a make-up plan that can be successfully completed.

7. Homework

Schedules will accommodate time for students to complete home work/study time while in the school setting.

8. Statewide Testing

Statewide testing decisions are made via two systems. For those students who have an IEP, all statewide testing decisions will be made during the IEP meeting and will be administered according to all applicable state standards and timelines. For those students who have an IEP, alternate decisions will be made via phone conference with the LEE.

The IEP team also determines the state approved assessment accommodations that will be provided to the student in the areas of listening/reading, writing, presentation, and response. These selected assessment accommodations are those accommodations, which are also being provided to the student in day-to-day instruction.

It is the local educational agency's (LEA) decision as to whether or not it wants to conduct the assessments at its own site. It must ensure the assessments are done as directed by Georgia staff. The needed accommodations, including the collection of evidence, and other supplementary forms and information, are provided by the student's LEE.

Under the direct supervision of the regional Principal, the assessments or the collection of evidence are completed. State and local assessment trainings are attended yearly by Georgia's educational staff that in turn provide teacher training and ongoing support in this area.

All assessment administration is based on each LEE's assessment schedule. After all required elements are completed the assessments or findings, with the collection of evidence are returned to the LEE within their predetermined timelines.

9. Work-Based Learning

During the duration of a student's educational experience and throughout educational program, he/she may participate in career education experiences which include situational assessments in school work experiences, off site work experiences and on the job training. Placement in any type of work experience is based upon the student's career and technical education assessment done along with their associated individual interest assessment.

Participation in all facets of the career and technical education program are monitored by the Career and Technical Education Teacher along with the Principal to ensure compliance with all applicable laws governing the employment of students.

Students participating in work-based learning may receive a stipend for their work. Parental consent is needed before initiation.

E. Nutrition & Special Diets

FOOD SERVICE

Grafton provides balanced, nutritious and appropriate meals and snacks based on USDA guidelines and state regulations. Menus are approved by a Registered Dietician.

Grafton will provide a special diet as prescribed by a physician or dietitian or while the student is at Grafton. Please ensure that your child's physician submits a copy of the prescription diet plan or diet log to Grafton prior to enrollment. The prescription should include any notes describing specific guidelines. Please send this to the Grafton Department.

F. Medical Care for Students who are Daily enrolled within a Grafton Residential Program

Medicine care is provided for Grafton students by professional nursing staff or the student's own health care provider. All medications must be packaged in a "child proof" distribution format and will be dispensed by nursing staff as per all applicable state and federal guidelines. Written prescriptions for all days within remaining supply of each medication in the original container may be in the possession of the nurse manager at enrollment. Only trained personnel may administer medications and must document administration on the MMR.

While daily enrolled as both an educational and a residential student, Grafton staff will support medical needs through provision of attending medication, staffing support, and transportation to and from community medical providers.

When transporting medications between the school site and the group homes, all medications must be carried in secure and locked containers under the supervision and control of assigned Grafton staff. Upon arrival at school medication boxes are to be delivered to the infirmary and upon arrival at the group home medication boxes are to be placed in a locked cabinet.

First aid questions will be handled within 24 hours of any serious incident, accident, or injury to the student. Staff attending the student at the time of the incident, illness, accident, or injury will determine whether or not the student requires the attention of a community health care professional in an emergency room. All illness or injury guidelines. If the Grafton nurse or facility manager is immediately available, further will make the determination.

Injuries that are not serious enough to require a doctor visit but have left marks, such as lacerations or scrapes (ie: student falling on the playground) will be reported to the usually parent telephone calls. The site will never be reached by telephone unless notifying letter. All attempts at notification will be documented.

The case manager or nurse will call parents/guardians regarding medication, or any other health related problems or needs. Should a Grafton nurse or external healthcare provider determine that a student is unable to attend school due to illness, further will be used for in the residential setting by direct care staff

and assessed periodically by a teacher nurse or external healthcare provider. Return to school will be determined by the attending medical provider based upon Virginia Department of Health guidelines (link to <https://www.vdh.virginia.gov/health-services/communicable-diseases/child-care/> for more information) and resolution of symptoms.

Teacher nurse: community hospital services within all regions. Community health care providers emergency services on site and transportation to the hospital.

In all programs, purchase the highest quality medical supplies of your choice for all medical services. Please consult the Administrative Department if you need the information on available medical provider options. Teacher requires documentation that such services were provided and any follow-up event monitoring for admission to the Teacher nursing department.

All individuals enrolled in Teacher who receive prophylactic medications are required to have purified or filtered tap water at least once every three months.

Upper/lower respiratory infections are available at all school sites and all school staff administration per regulations to proper identification of a child's event and administration of the injection. Specific care times for each site are monitored by nursing (clearly labeled) communication to staff via written communication and included in annual teacher meetings.

C. Medical Care for Day Students

Medical care is provided for teacher students by professional nursing staff or the student's own health care provider. All medications must be supplied by the legal guardian in the original child-resistant packaging, being packaged with directions for administration. All medications should be delivered to teacher nursing staff by an adult and transported in a locked bag or box which cannot be accessed by the student (no mailed parcel) may administer medications and must document administration on the label. Use per Department of Education regulations, parents/guardians will be required to provide an annual update on their child's medications. This is important about their own or a medical emergency.

Parents/guardians are responsible for the scheduling and transportation to and from all community based healthcare providers along with ensuring teachers that our staff are apprised of any medical needs which will impact the child's care during the school day.

Parents/guardians will be notified of any serious incidents, accidents, or injuries to the student. Staff attending the incident at the time of the incident, illness, accident, or injury will determine whether or not the student requires the attention of a community health care professional or emergency room, (not site based) or visiting guidelines. If the teacher nurse or visiting manager is immediately available, he/she will make the initial call.

Injuries that require action through to require a doctor visit (burns, lacerations, cuts, or bruises or scrapes (no student falling on the playground)) will be reported to the daily communication log.

The case manager or nurse will call parents/guardians regarding medication, or any other health related problems or needs.

Should a student exhibit concerning symptoms of potential illness during the school day, a teacher nurse or case manager will contact the parent and arrange for early pick-up.

Upon assessment by an external healthcare provider, should it be determined that a student is unable to attend school due to illness, he/she will be evaluated from school attendance as per the medical provider's order. Should the student not require medical attention he/she will be allowed to return to school as per any and Virginia Department of Health guidelines (for further more information) and resolution of symptoms.

Grades were commonly taught services within all regions. Local resource agencies provide emergency services on site and transportation to the hospital.

All individuals involved in Grades who receive psychiatric medications are required to have an external treating psychiatrist.

Unspecified epinephrine injectors are available at all school sites and all school staff are trained as per regulation in proper identification of a crisis event and administration of the injector. Specific scenarios for each site are monitored by training closely tailored, communicated to staff via written correspondence, and included in annual refresher trainings.

H. Protection from Abuse and Neglect

All Grades staff are mandated reporters of any suspected abuse and/or neglect. Staff is trained annually in accordance with all applicable state and federal regulations. Policies and procedures for reporting any suspected occurrence of abuse and/or neglect are detailed within the Grades Policy Manual (Attachment B).

I. Behavioral Supports

I. General Information

Students who receive services through Grades often display serious writing out behaviors. Grades is committed to helping our students develop positive behavioral patterns that they will be able to take with them when they leave Grades. As such, all staff is trained in approved behavior management and de-escalation techniques. Staff are trained utilizing (MOR) Behavioral Agreements are completed to identify the function that the behaviors serve for the client. Individualized positive behavior plans are then developed to teach alternative/replacement behaviors. These new skills are reinforced using a variety of individualized reinforcers.

From time to time (verbal) reductive consequences may be required as discipline for inappropriate behavior by the student. All reductive consequences are designed to reduce the occurrence of the unwanted behavior. Reductive interventions are described below.

2. Time Out

In accordance with state rights regulations, "time out means excluding an individual to regain emotional control by removing the individual from his immediate and immediate sufficient support location until he is calm or the problem behavior has subsided". The instruction to the individual to move or remain in the alternative location may not take the form of a threat. An individual may not be in time out for more than 30 minutes per episode. Time out means part of another behavioral support plan with approval from a clinical and rights review. During a time out, an individual may not be placed alone in a locked or secured area from which he is physically prevented from leaving (seclusion).

Note: Seclusion does not use seclusion of any type across all locations.

3. Restriction

While receiving Griefen supports, each individual is entitled to:

- Enjoy all the freedoms of everyday life that are consistent with his need for services, his protection, and the protection of others, and that do not interfere with his services or the services of others.

- Receive services in that setting and under those conditions that are least restrictive of his freedom.

Griefen encourages each individual's participation in normal activities and conditions of everyday living and supports each individual's freedoms. Limitations or restrictions on an individual's freedom will not occur that result in serious self-harm or specific health, psychiatric, safety and safety involvement, or otherwise in an emergency. Restrictions will receive input from an individual unless the restriction is justified and carried out according to state rights regulations. A qualified professional team will regularly reassess restriction and ensure the restriction is discontinued when the individual becomes able to live in the community.

4. Physical Restraint

The behavioral campus is a secure free facility. Teachers and other staff of this region are not trained in physical restraint techniques. They are trained in a system of alternatives to physical restraint called "class." All employees working with students and clients of the Behavioral Region of Griefen are trained and certified in "class rules." This also offers training to parents and other family members in the program. For more information on class, please contact a Case Manager.

5. Restitution

Restitution may be approved in an effort to provide the most appropriate consequences for the destruction of property by any of the following methods as part of an approved individual behavioral support plan.

Class may be performed under the following parameters:

- Class may not replace or replace an employee. Class assigned to not release an individual parent to perform their own from doing that class. (Example: If an individual messes up the bathroom, he may be required to clean it up for his compliance. Class not release the housekeeping staff from having to clean it.)
- Class assignments must be time limited.
- Class that result in individual staff member must be avoided.
- Class assigned should be directly related to the infraction.
- The individual may be subject to other to the teacher, staff.

Money may be used as a means of restitution within the following parameters:

- Money from general funds, such as activity allowance money, may be used within the context of a restitution program.
- No more than 50% of an individual's money may be designated for restitution.

The individualized behavioral support plan will:

- Specify the behaviors that may result in the use of restitution
- Provide a means of specific tasks that will be used for restitution
- Designate who has the authority to approve the restitution assigned in a specific incident (manager or therapist - someone not directly involved in the incident)
- Specify the maximum amount or total duration of restitution that can be assigned for any one

6. Increased Structure

Increased Structure Program may be used for students who demonstrate very dangerous behaviors and who are making regularly updated academic environments unsafe for others or themselves. These students may be assigned to instructional areas with lower student-to-staff ratios and more highly structured activity schedules. Use of the Increased Structure Program must be incorporated into an approved individualized behavioral support plan.

7. Punishments/Actions Prohibited at Crafton

- Deprivation of drinking water or food necessary to meet an individual's daily nutritional needs except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record)
- Limitation on contact with and visits with the individual's attorney, a probation officer, regulators or governing agency representative
- Home or contacts and visits with family or legal guardians except as permitted by other applicable state regulations or by order of a court of competent jurisdiction)
- Seizure or withholding of incoming or outgoing mail except as permitted by other applicable state and federal regulations or by order of a court of competent jurisdiction)
- Any action which is humiliating, degrading, or abusive
- Corporal punishment
- Subjection to solitary (isolation)
- Deprivation of opportunities for bathing or access to toilet facilities except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record)
- Deprivation of health care
- Deprivation of appropriate services and treatment
- Application of aversive stimuli except as permitted pursuant to applicable state regulations)
- Administration of laxatives, enemas, or emetics except as ordered by a licensed physician or person certified under the appropriate medical purpose and documented in the individual's record)
- Deprivation of opportunities for sleep or rest except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record) and
- Limitation on contacts and visits with advisors employed by the Department of Mental Health, Mental Retardation and Substance Abuse Services or the Department for Rights of Victims with

J. Complaint Resolution

Parents, guardians, teacher staff, and/or individuals receiving services may bring a complaint or concern to the attention of any member of the multidisciplinary treatment team. The person receiving the problem attempts to resolve it within five of contact. If the team member is unable to provide immediate resolution, the concern is forwarded to the individual's case manager. The case manager determines the nature of the concern and who must be involved in its resolution. The person making the complaint will be contacted within 10 business days by the case manager proposing the remedy. At any point in the process, if the person making the complaint is not satisfied with the proposed solution, the case manager or other team members may request help as needed and/or appropriate for the issue from the regional management team and the regional office.

In regard to our Private Day School services, in the event that the complainant is not satisfied with the internal resolution or process, they may file a complaint with the office of Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 1120, Richmond, Virginia 23211-0120. Additionally, the filing action taken by the complainant is not an indication of their responsibility; they may also file a complaint in the future through appropriate office. Information for other regulatory concerns outside of the Commonwealth of Virginia may be obtained from the case manager.

K. Confidentiality

Each individual receiving services is entitled to have all information that teacher maintains or learns about them remain confidential. Each individual has a right to give his consent before teacher shares information about him or his case unless another law, federal regulation, or state rights regulations specifically require or permit teacher to disclose certain specific information.

Teacher will prevent unauthorized disclosure of information from service records and will convey the information in a secure manner.

If consent to disclosure is required teacher gets written consent of the individual or his parent/guardian/legally authorized representative, as appropriate before disclosing information.

When information is disclosed teacher will attach a statement that informs the person receiving the information that it may not be disclosed to anyone else unless the individual consents or unless the law allows or requires further disclosure without consent.

Upon request teacher will tell individuals the sources of information contained in their service records and the names of anyone other than teacher employees who has received information about them from teacher. Individuals receiving services will be informed that regulatory authorities may have access to their records.

L. Inspection & Review of Records

Each individual receiving Groffer services has a right to view, read and get a copy of his own service record. Minor exceptions that parent or guardian-permission has. If the right is restricted according to law, the individual has a right to certain other people see his record. Each individual has a right to challenge, correct or explain anything in his record. Whether or not corrections are made as a result, each individual has a right to be aware after see his record know that he had to someone explain his position and what appeared was results. An individual's legally authorized representative has the same rights as the individual himself has.

Groffer will permit each individual to see his records when he requests them and to provide corrections if necessary. Groffer, without charge will give individuals any help they may need to read and understand their service records and provide corrections to them.

If Groffer limits or refuses to let an individual see his service records, Groffer will notify the human rights advocate and let the individual that he or she has to have lawyer, physician, or psychologist of his choice see his records. If the individual makes this request, the provider will disclose the record to that lawyer, physician, or psychologist.

Groffer will document in the record the decision and reason for the decision to limit or refuse access to the individual's medical record. The individual will be notified of time limits and conditions for review of the restriction. These time limits and conditions will also be specified in the record.

If an individual asks to challenge, correct or explain any information contained in his service record, Groffer will investigate and file in the service record a written report concerning the individual's request.

- If the report finds that the service record is incomplete, inaccurate, unorganized, not timely, or not necessary, Groffer will: 1. Either mark that part of the service record clearly to say so, or also remove that part of the service record and file it separately with an appropriate cross reference to indicate that the information was removed. 2. file in the original service record without papers specific concerning legal authority (eg, if compelled by subpoena or other (court order)). 3. Philosophy clearly marking all papers into that record that the relevant information that the service record has been corrected and request the recipients acknowledge the correction.
- If the report does not result in action satisfactory to the individual, Groffer will upon request, file in the service record the individual's statement explaining his position. If needed, Groffer will help the individual write this statement. If a statement is filed, Groffer will: 1. Give all persons who have access to the record a copy of the individual's statement. 2. Clearly state in any later disclosure of the record that it is disputed and include a copy of the statement with the disputed record.

Groffer may deny access to all or a part of an individual's service record only if a physician or a licensed psychologist involved in providing services to the individual asks to the individual, looks over the service record as a result of the individual's request for access, signs and puts in the service record contemporaneously a written statement that further access to the service records by the individual at this time would be physically or mentally harmful to the individual. The physician or licensed psychologist must also tell the individual as much about his service record as he can without telling

An access log will be signed by anyone that uses a student's file for any reason, with the date and purpose for its use. Principal or discipline is always available to explain the records to parents on request. A subpoenaed parent will be provided for any records after receipt of notification of the records.

If the school closes, student records will be returned to the home school (Local Education Agency (LEA), from which the students came.

Grades Integrated Health Network student records include the following: Access/Discharge Record, Current IEP Plans and record, Transcripts/Grade Cards, Member of Learning Service, Diagnostic or Educational Testing, applications, a Parent Rights Form review and understanding signature (one special case), Physician's Certificate (no more than 1 year old), Critical Incident Reports, if any (Only one student's name appears in any student file).

Previous school information provided may include: Grade records/Transcripts, Participation IEP's, medical records, Individualized evaluation, Psycho-educational evaluations, Speech/Hearing screening or reports, Physician's Certificate.

School files are maintained in accordance with legal and regulatory requirements regarding confidentiality and access.

M. Financial Information

1. General Fees

General fees are the responsibility of the sponsoring agency(ies).

- **Material Day:** Please refer to the web site for the Office of Comprehensive Services Act for its State Youth and Families which publishes Virginia Service Fee Library (<http://www.virginiacare.org>). They have issued an Academic needs including tuition, textbooks, writing and other educational materials, library resources, program supplies, lunch on each academic day and transportation on those days during school hours. No transportation is used from home is provided.
- **Therapy:** When needed, an individual's program will be designed to include speech/language therapy, occupational therapy, or other individualized services as appropriate. Costs will be determined according to rates listed on the Service Fee Library.

2. Medical Fees

- **Medical and Pharmaceutical:** Fees for these services, (including dental, pharmaceutical and/or vision services) are not included in the general fees and will be billed by the community provider or as needed. If a student is unable to receive the required medical treatment or medication due to unavailability, grades may suspend until the matter is resolved.

3. Insurance

Please note that Grifone does not provide accident or medical insurance. However, Grifone does provide liability insurance. Please contact our Finance Office for more information at 603-261-0200, extention 2016.

4. Refund Policy

All charges are provided on a per diem basis, computed from the day of enrollment. In the event an individual does not attend after Grifone, is withdrawn by the sponsor permanently, or is dismissed by Grifone permanently, any tuition that has been collected that covers any service days beyond those during which the individual was served will be refunded by prior negotiation. Negotiated exceptions include holding an individual's place for a specified period during a placement elsewhere. Note that this policy does not include any temporary absences following which the sponsor recalls the individual to return to school.

N. Discharge

It is the goal of Grifone staff to see individuals educated, trained, successfully living, residential living, tobacco and cigarette, language and social interactions. Any individual whose skill levels prove insufficient to a less restricted or preferred residence will be transitioned into that residence with appropriate supports from providers and funding agencies, as long as funding is possible.

Discharge from any of Grifone's programs can be classified in one of four ways: Planned Grifone-initiated/Emergency Parent/agency initiated, or individual initiated. Whether being a discharge/fee, the purpose is to ensure the individual is pursuing individual growth and development. Discharge planning is carried out in consultation with the sponsoring agency and other provider agencies. The individual and the parent/guardian agrees that the best possible alternative placement is selected. In all cases, the agency that initiated the individual for placement will be notified immediately regarding discharge.

- **Planned Discharge:** Planned discharge may occur under circumstances such as an individual has met stated objective, programming alternatives have been unsuccessful, the individual has reached the maximum age allowed in the current program, or an individual is returning to their home community. A minimum of 90 days notice will be given to responsible parties involved regarding planned discharge.
- **Grifone Initiated/Emergency Discharge:** Emergency discharges may be required for individuals who cannot receive necessary and appropriate services from Grifone. This includes individuals who require medical services not provided by Grifone, individuals who require psychiatric hospitalization, and individuals who present such danger to themselves or others. Notice of such discharges will be representative of the appropriate sponsoring agency and/or Community Services Board. Agencies will be notified of required action program changes, which should prohibit any actual test re-administration.

When a care program procedure does not provide the necessary medication to maintain appropriate behavior treatment plan changes or requires for additional services, including additional staff support will be made prior to consideration of a discharge (initial/emergency discharge).

If the parent/legal guardian goes to the process to prevent a further initial discharge, Center will maintain the placement during this process proceedings. An exception to this policy may occur for individuals determined by a physician or physician to require hospitalization or treatment determined by law enforcement agencies to require a medical facility. Center does not offer intensive medical, psychiatric or substance services.

- **Parent/Agency Initiated Discharge:** A decision for discharge may be made by a parent/legal guardian or agency for their own purposes and reasons. A minimum of 30 days notice is required for such a discharge. The specific time of discharge may be negotiated with the parent/legal guardian and funding agency.

If a local judicial system requests discharge and parents/legal guardians go to the process to prevent the discharge, Center will maintain the placement as long as there is a contract to pay for the services rendered. Center will support movement to an alternative placement only if the parent/legal guardian has agreed to the alternative placement.

- **Individual Initiated Discharge:** When individuals 18 years of age or older initiate discharge from Center services, Center staff will work cooperatively with them. Notification of this decision will be made to the funding agency and parents. Individuals who are their own legal guardian, and are voluntarily committed into someone else's care such as the court system, are legally entitled to make such a decision.

Within one year of discharge, Center may contact parents, guardians, social workers, other case providers, or the individual directly, Center about adjustments and progress as part of Center's ongoing quality improvement efforts.

ATTACHMENT A

GRAFTON		Policy and Procedures
State of Policy	Proposed from them	
Policy Number	0176	
Level	Local level	
Policy Status	Reviewed (Reviewed, Amended and Reapproved)	
Approved/Reviewed by	01/2008, 02/2008, 03/2008, 07/2008	
Policy	<p>All Grafton employees are responsible for the proper treatment of individuals. Policy covering services under no condition may any individual named by Grafton be abused, neglected or exploited. Any employee found to have mistreated, neglected, abused or exploited a client will be subject to disciplinary action, up to and including termination.</p> <p>As a condition of employment, any employee who knows or is discovered to believe that an individual receiving services may have been abused, neglected or exploited will immediately report this information directly to the Quality Assurance (QA) Supervisor or to their site/local program manager. This requirement also applies to consultants, student interns, and volunteers.</p> <p>Grafton's Quality Assurance Department is identified as the internal control system for filing Grafton-related abuse/neglect/allegation reports. However, an employee retains the right to make such reports directly to the Department of Social Services (DSS) when they choose.</p> <p>The QA Supervisor and/or program manager will immediately take necessary steps to ensure the safety of individuals receiving services.</p> <p>An abuse or neglect allegation from parent or other persons not employed by Grafton should be forwarded to the QA Supervisor who will take appropriate follow-up action.</p> <p>Employee Interactions - prohibitions:</p> <ol style="list-style-type: none"> Staff should avoid being alone with individuals receiving services except when required. For example, staff should not go behind closed doors with an individual supported or out of sight of other staff, when possible. Smuggling is prohibited. Prohibited activities include raffles/games - games that include exchanging chips (does not include use of "high-five" reinforcement), pinball, excessive talking and scolding. Staff must use only age appropriate physical touch with individuals supported by Grafton. Consideration should be given to the age of the individual being offered touch. Exchanging notes or letters with individuals receiving services should be avoided as well as any physical touch that might be misinterpreted. When working with children, staff may always maintain authority as the in charge adult. When working with adults, staff is expected to maintain a professional 	

8. Staff persons are always responsible for behavioral intervention. Individuals receiving services may react to the manager of another individual's behavior.

9. Only staff persons approved behavior intervention techniques may be used when attempting to assist an individual with gaining behavioral control.

10. The use of restraints/physicals should be minimized that which is absolutely necessary.

11. When staff are aware of being that target they are responsible for leaving another staff person alone. At those times, staff should walk away if necessary. Coming in front of individuals receiving services is never acceptable. All employees must never touch an individual receiving services the employee for self/theirself is out of emotional control.

12. If another staff person tells an employee to take a break, they must do so without question.

Procedural Aspects of Investigations

13. Because of the heavy moral and legal responsibility for the well-being of individuals with special needs, adherence of the implications of preserving a confidential matter rather than constructive rules, the organization reserves the right to suspend an employee during the investigation and/or discipline an employee under without allegation without conclusive evidence. If this is not obtainable, such a finding will be recorded in the IPI Supervisor's summary report of the investigation.

14. An employee may be suspended by an executive manager, director or administrator of the organization or an at-fault manager. The IPI Supervisor may recommend suspension of the employee to any of the individuals listed above.

15. Any employee who commits a major violation will be disciplined, the date of disciplinary action is consideration of the nature of the individual receiving services and any mitigating behavior on the part of the employee.

16. Any employee with a minor violation will have personnel action as determined by their direct supervisor and Human Resources Manager. Examples of personnel action include reprimand, loss without pay, or training, or change in location of job assignment. Administrative actions by an employer may result in termination.

Procedure

Reporting

The reporting procedure are designed to maximize the confidentiality of those persons reporting such incidents.

Persons observing any identified or mistreatment, abuse or neglect or receiving information including that possible mistreatment, abuse or neglect of a client must immediately contact the IPI Supervisor in person or by phone. If the IPI Supervisor is unavailable, the staff must immediately contact the on-duty or second program manager. Any employee may call confidentially to make a report of abuse or neglect if they choose.

The program manager who receives a complaint will immediately contact the IPI Supervisor and follow the human resources policy and procedure.

When there is reason to suspect abuse or neglect as defined in state law and regulations,

DDI in the area of the alleged abuse or neglect must be notified within 24 hours. The State Abuse Profile may be completed if the local department is not to be opened within 24 hours. The site supervisor or the program manager receiving the report will make this notification.

For programs licensed by the Virginia Department of Behavioral Health and Developmental Services (DBHDS), notifications of allegations will be made to DBHDS in accordance with the department's reporting protocol. Allegations involving one of the state's private day schools will be reported to the Virginia Department of Education. These notifications are made immediately, but no later than 24 hours.

The allegation is not to be discussed with individuals other than those identified in these policies and direct support professionals should not attempt to interview the client for additional information.

If the reported alleged abuse or neglect involves an individual other than a staff employee, the information will be turned over to DDI in the area of the alleged abuse or neglect occurred. Staff will provide assistance to DDI as requested. Additional notifications to the state's health care law are made dependent on consultation with DDI.

Investigation:

Several agencies may choose to conduct investigations into an allegation. Staff will assist collaboratively with external agencies during the process. An internal investigation will always be conducted following a self-reported abuse or neglect allegation. Staff will take steps necessary to ensure the health, safety and welfare of clients, including the client alleged to be a victim of abuse or neglect.

The employee named in an abuse or neglect report may be called by a program manager or to issue and immediately if on duty. The employee will receive general information relative to the complaint authorities. The employee's supervisor will contact the employee with more information or to arrange for an interview. There will be opportunities for the involved staff to describe events and discuss information regarding the complaint.

If the allegation leads to an investigation by the Department of Social Services, the employee named in the allegation may be placed on "investigative suspension". This step is not intended to be a presumption of guilt or a punitive action. At this point, the complaint is an allegation that must be investigated. Investigative suspension is a safeguard for the employees to prevent additional allegations of abuse, neglect or harassment. The employee is paid during a period of investigative suspension.

If the allegation does not lead to an investigation by DDI, the individual's supervisor or central manager will describe staff action, including suspension (with or without pay) or no assignment during the investigation.

During an investigation, the site supervisor will gather documentation, as applicable, including daily notes or notes, parties incident notification forms, medical information, telephone call records, work schedules, client care sheet information and pertinent personnel information. Interviews will be conducted with employees and individuals as relevant to the case. Additional information may be gathered, as needed, for any investigation.

The I/O Department will determine the date, approximate time of the alleged violation, name of individual(s) involved, and the name of the employee(s) involved based on information gathered.

In the case of suspected sexual abuse, I/O typically requires that a physical examination be scheduled, as soon as possible.

In the case of an allegation of physical mistreatment, abuse or neglect, a nurse or designated manager will ensure the individual receives physical medical care, as soon as possible, and refer the individual for an additional medical examination, as required. Findings of this examination will be documented.

Requested internal documentation will be made available to the I/O investigator, the licensing agencies and the Human Rights advisors. The name of the person making the initial report will be kept confidential except in those cases requiring release to the investigator.

Within 10 working days of initiation of an investigation, the I/O Department will provide a written report to the Human Rights advisors via the I/OHRD web-based reporting application and to the Director. It includes whether abuse, neglect, or emotional occurred, the type of abuse, and whether the act resulted in injury.

Abuse/neglect reports are reviewed by different agencies for different purposes. The Virginia Department of Education and Virginia I/OHRD receive a report from the perspective of compliance with licensure standards. The Human Rights advisors help managers to ensure an individual's rights were protected internally, the allegations is reviewed for the abuse purposes, as well as to ensure policies and procedures were followed, and to recommend changes, as needed, to ensure proper treatment of all our individuals. I/O investigates to determine specifically if abuse or neglect occurred in accordance with their Department definitions and policies.

If sufficient facts sufficient evidence of abuse, the employee will be terminated. Disciplinary actions will be dependent on information gathered during the investigation, and I/OHRD investigation is authorized. For example, an employee's actions may not meet the I/OHRD definition for abuse but may clearly violate leaders' policies on the treatment of individuals. Documentation and reporting procedures, maintenance of confidentiality, use of approved behavioral management techniques and other treatment issues are examples of other aspects of HR investigations which may lead to employee disciplinary actions.

Referred
Policies:

HR 10: Serious Incidents

Referred
Forms:

HR 10

ATTACHMENT B

GRAFTON		Policy and Procedures
State of Policy	Personnel/Children	
Policy Number	HRP 110	
Policy Review Period	Annual/As Needed	
Policy Author	Human Capital	
Approved/Reviewed Date	HRP 11000 December 1, 2018 December 1, 2018 Revised	
Definitions	<p>Manager: For the purposes of this policy, manager is defined as Assistant Education Administrator, Assistant Residential Administrator, Chief Operating Officer, Clinical Administrator, Education Administrator, Executive Director/Deputy Manager, Program Support Manager, Program Support Supervisor, Quality Assurance and Compliance Director, Quality Assurance/Supervisor, Residential Administrator, Residential Manager</p>	
Policy	<p>Gratton ensures the photographs of clients are handled with sensitivity, confidentiality, and with respect for the client.</p> <p>Use of this authorization for the use of photographs in compliance with this policy will be obtained and placed in the client's case record at the time of admission. This authorization will stand in effect until such time as it is notified in writing by the guardian. If authorization is not granted, this will be indicated on the client's file sheet.</p> <p>Gratton acknowledges that photographs of friends and family with our files and an client who lives at Gratton should be able to have such photographs. Gratton is not able to ensure confidentiality of photographs of clients when those photographs are used for clients' personal purposes.</p> <p>INTERNAL USE</p> <p>When clients are admitted, a photograph will be taken and placed in the client record for purposes such as to support identification by our staff, in the event of a runaway, and for possible verification of a client prior to medication administration. This photograph is placed in the case specific release following established process for release of information from the client record.</p> <p>Additionally, photographs may be taken of clients' within permission of a manager in accordance with these specific guidelines:</p> <ul style="list-style-type: none"> ■ Photograph is to be used in construction of daily activity schedule when photograph is key element in the client's ability to understand the schedule. ■ Photograph is to be used in construction of working tool (such as task analysis) when use of photograph is key element in client's ability to comprehend instruction. ■ Photograph is used to recognize and celebrate client accomplishments and activities, such as on an individual bulletin board. Such photographs will never be placed in public areas such as the site's entry area or lobby. They may be placed in hallways and other areas. 	

	<ul style="list-style-type: none"> ❑ Photographs may be given to clients who are included in the process for their permission. ❑ As part of a client's alternative assessment program, photographs may be sent to a third party assigned to evaluate the client's assessment portion. Specific parties consent to be used in accordance with their assigned protocols. ❑ Photographs must be taken with a professional camera. ❑ All photographic images must be respectful of clients. ❑ Storage of photographic images of clients (prints, negatives, digital storage such as CDs and memory sticks) will be handled in such a way as to preserve the privacy and confidentiality of clients. For example, digital images will not be e-mailed outside of a secure professional network (passwording). <p>Restrictions on Use:</p> <ul style="list-style-type: none"> ❑ Photographs must NOT be taken or used for an employee's personal use. ❑ Photographs must NOT be negative, embarrassing, or demeaning. ❑ Photographs must NOT be taken with a cellphone. ❑ Photographs must NOT be taken with a personal camera. ❑ Copies of negatives or digital images, including CDs, must NOT be personally retained by employees. <p>Additional Use:</p> <p>Specific parties and client permission will be secured prior to taking photographs of a client's marketing or collaborative use.</p>
<p>Procedure:</p>	<p>Written authorization for the use of photographs in compliance with this policy will be obtained upon admission. This authorization or lack of authorization, and any subsequent changes in authorization, will be placed in the client's record and included on the client's face sheet.</p> <p>Additional Use:</p> <p>Prior to an employee taking a picture of a client, a manager must give permission for the photograph(s) as noted in the above policy.</p> <p>Additional Use:</p> <p>Use of client images conveys important information about facilities as a service organization and gives potential clients an image that may help them relate to what the organization can offer them. To insure proper use of such images and to avoid duplication of facility clients, in addition to securing internet consent for this purpose, if a client's picture is used in marketing materials, the parent/guardian will be informed that such use has occurred.</p>
<p>Employee Policies:</p>	<p>None.</p>
<p>References:</p>	<p>To access this conference below: Client/Photograph Policy - Acknowledgment by Client/Parent and Representative</p>

Srafton Integrated Health Network



Your Information.

Your Rights.

Our Responsibilities.

This notice describes how medical information about you may be used and disclosed and how you can get access to this information.

Please review it carefully.

YOUR RIGHTS

When it comes to your health information, you have certain rights. This section explains your rights and some of our responsibilities to help you.

<p>Get a paper copy of your medical record</p>	<ul style="list-style-type: none"> ➤ You may ask to see or get a paper copy of your medical record and other health information we have about you. Ask us how to do this. ➤ We will provide a copy or a summary of your health information, usually within 30 days of your request. We may charge a reasonable fee, sometimes.
<p>Ask us to correct your medical record</p>	<ul style="list-style-type: none"> ➤ You may ask us to correct health information about you that you think is incorrect or incomplete. Ask us how to do this. ➤ We may say "no" to your request, but we'll tell you why in writing within 60 days.
<p>Request confidential communications</p>	<ul style="list-style-type: none"> ➤ You can ask us to contact you in a specific way (for example, home or office phone) or to send mail to a different address. ➤ We will say "yes" to all reasonable requests.
<p>Ask us to limit what we can or share</p>	<ul style="list-style-type: none"> ➤ You can ask us not to use or share certain health information for treatment or our operations. <ul style="list-style-type: none"> ➤ We are not required to agree to your request, and we may say "no" if it would affect your care. ➤ If you pay for a service or health care item out of pocket in full, you can ask us not to share that information for the purpose of payment or our operations with your health insurer. <ul style="list-style-type: none"> ➤ We will say "yes" unless a law requires us to share that information.

<p>Get a list of those with whom we've shared information</p>	<ul style="list-style-type: none"> ➤ You can ask for a list (accounting) of the times we shared your health information for two years prior to the date you ask what we shared it with, and why. ➤ We will include alpha disclosures except for those about treatment, payment, and healthcare operations, and certain other disclosures (such as any you authorize us to make). We'll provide one accounting a year for free but will charge a reasonable cost-based fee if you ask for another one within 12 months.
<p>Get a copy of this privacy notice</p>	<ul style="list-style-type: none"> ➤ You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We'll provide you with a paper copy promptly.
<p>Choose someone to act for you</p>	<ul style="list-style-type: none"> ➤ If you have given someone medical power of attorney or someone is your legal guardian, that person can exercise your rights and make choices about your health information. ➤ We will make sure the person has this authority and we will not write you before we take any action.
<p>File a complaint if you feel your rights are violated</p>	<ul style="list-style-type: none"> ➤ You can complain if you feel we have violated your rights by contacting us using the information on page 6. ➤ You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to: 200 Independence Avenue, NW, Washington, D.C. 20201, calling 1-877-684-2474, or visiting www.hhs.gov/omb/foia/complaints/ ➤ We will not retaliate against you for filing a complaint.

YOUR CHOICES

For certain health information, you can tell us your choices about what we share. If you have a care preference, for instance, we share your information in the situations described below, tell us so. Tell us what you want us to do and we will follow your instructions.

<p>In all the cases, you have both the right and choice to tell us to:</p>	<ul style="list-style-type: none"> ➤ Share information with your family, close friends, or others involved in your care ➤ Share information in a disaster relief situation ➤ Include your information in a hospital directory ➤ Contact you for fundraising efforts <p>If you are not able to tell us your preference, for example if you are unconscious, we may go ahead and share your information if we believe it is in your best interests. We may also share your information when needed to lessen a serious and imminent threat to your health or safety.</p>
---	--

<p>In these cases we must share your information unless you give us written permission:</p>	<ul style="list-style-type: none"> • Marketing purposes • Sale of your information • Most sharing of psychotherapy notes
<p>In the case of fundraising:</p>	<ul style="list-style-type: none"> • We may contact you for fundraising efforts, but you can tell us not to contact you again.

OUR USES AND DISCLOSURES

How do we typically use or share your health information? We typically use or share your health information in the following ways:

<p>Treat you</p>	<ul style="list-style-type: none"> • We can use your health information and share it with other professionals who are treating you. 	<p><i>Example:</i> If determining you for an injury while another doctor shares your mental health condition.</p>
<p>Run our organization</p>	<ul style="list-style-type: none"> • We can use and share your health information to run our practice, improve processes, and contact you when necessary. 	<p><i>Example:</i> We use health information about you to manage your treatment and services.</p>
<p>Bill for your services</p>	<ul style="list-style-type: none"> • We can use and share your health information to bill and get payment from health plans or other entities. 	<p><i>Example:</i> We give information about you to your health insurance plan and bill pay for your services.</p>

How else can we use or share your health information? We are allowed or required to share your information in other ways – usually in ways that contribute to the public good, such as public health and research. We have to meet many conditions in the law before we can share your information for these purposes.

For more information see www.hhs.gov/hipaa/for-professionals/privacy/index.html.

<p>Help with public health and safety issues</p>	<ul style="list-style-type: none"> • We can share health information about you for certain situations such as: <ul style="list-style-type: none"> • Preventing diseases • Helping with emergencies • Reporting adverse reactions to medications • Reporting suspected abuse, neglect, or domestic violence • Preventing or reducing serious threat to someone's health or safety
--	---

For research	<ul style="list-style-type: none"> We may share your information for health research.
Comply with the law	<ul style="list-style-type: none"> We will share information about you if state or federal laws require it, including with the Department of Health and Human Services if it wants to see that we're complying with federal privacy law.
Work with unusual patients or special situations	<ul style="list-style-type: none"> We may share health information with a coroner, medical examiner, or funeral director when an individual dies.
Address workers' compensation, law enforcement, and other government requests	<ul style="list-style-type: none"> We may share your health information about you: <ul style="list-style-type: none"> For workers' compensation claims. For law enforcement purposes or other law enforcement official. With health oversight agencies for activities authorized by law. For special government functions such as military, national security, and presidential protection services.
Respond to lawsuits and legal actions	<ul style="list-style-type: none"> We can share health information about you in response to a court or administrative order or in response to a subpoena.

OUR RESPONSE LINES

- We are required by law to maintain the privacy and security of your protected health information.
- We will let you know promptly if a breach occurs that may have compromised the privacy or security of your information.
- We must follow the rules and privacy practices described in this notice and give you a copy of it.
- We will not use or share your information other than as described here unless you tell us or we see it in writing. If you tell us or we see you, you may change your mind at any time. Let us know in writing if you change your mind.

For more information see <https://www.guipatient.com/privacy-policy/standards/guipatient.com/privacy-policy.html>.

Changes to the Terms of This Notice

We can change the terms of this notice, and the changes will apply to all information we have about you. The new notice will be available upon request in our office, and on our website.

Effective date: July 1, 2015

This Notice of Privacy Practices applies to the following organizations:

Guifon Integrated Health Network

1200 Bellvue Avenue, Mechanicsville, VA 23061 guifon.org
 email: Privacy@guifon.org Phone: 888-888-1222 ext. 1240

Richmond Educational Objectives and Program Description

By using a strengths approach, *Autism Integrated Health Schools – Richmond Region* is committed to:

- Following research-based, data-driven methodologies in order to support individuals with Intellectual Disabilities, Developmental Disabilities, Autism, along with co-occurring physical, medical, sensory or emotional disabilities.
- Providing a multidisciplinary continuum of care that will ensure that those we serve achieve maximum independence and the highest level of autonomy.
- Providing each student with the skills necessary to increase their capabilities through suggestive, collaborative and therapeutic environments.

In order to accomplish these objectives each student will receive instruction through an Integrated Program of Studies. This program exists for those students whose IEPs indicate that they cannot meet in full the requirements of the Virginia Standards of Learning (SOLs). The students in this program participate in the Virginia Assessment Standards of Learning (VASOLs) at the alternate assessment program of their placing state. This program is designed for the student who needs a highly specialized learning environment in functional skills. The program of studies will include skill development in communication, daily living and occupational preparation. Included in the program of studies are the academic areas of English/reading, mathematics, history/social science, and science, which are based on the aligned state standards of learning. Students participate in learning with emphasis on communication skills in functional context. The student may spend a portion of each school day in career and technology exploration, assessment or training as called for in the IEP. The areas covered include job exploration, a career and technical education assessment (typically vocational), and job training via an individualized task analysis for each job skill set. Training areas are tracked according to labor standards and students who participate are paid a stipend based on a predetermined list of work skills and work behaviors. These work experiences may be in school or community-based. The completion of this program and the requirements of the student's Individualized Education Program (IEP) results in the issuance of a Certificate of Applied Studies or Certificate of Completion.



Education Calendar

July 1, 2024 - June 30, 2025

Richmond Campus

4100 Price Club Boulevard
Midlothian, VA 23112
804-674-8888

	No School, Principal, Asst.-Principal & Teacher Break Day
	No School, Teacher Break Day
	No School, Acad. Break, Teacher Workday
	Early Dismissal Teacher Workday

July 2024

MON	TUE	WED	THU	FRI	SAT	SUN
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				

July, 2024:

July 1st-5th: No School, Principal, Asst.-Principal & Teacher Break Day

July 17th: Early Dismissal

January, 2025:

January 1st: No School, Principal, Asst.-Principal & Teacher Break Day

January 15th: Early Dismissal

January 2nd, 3rd & 20th: No School, Teacher Break Day

January 2025

MON	TUE	WED	THU	FRI	SAT	SUN
		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		

August 2024

MON	TUE	WED	THU	FRI	SAT	SUN
			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	

August, 2024:

August 5th-9th: No School, Teacher Break Day

August 14th: Early Dismissal

February, 2025:

February 3rd: No School, Teacher Work Day

February 12th: Early Dismissal

February 2025

MON	TUE	WED	THU	FRI	SAT	SUN
					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		

September 2024

MON	TUE	WED	THU	FRI	SAT	SUN
						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						

September, 2024:

September 2nd: No School, Teacher Break Day

September 18th: Early Dismissal

March, 2025:

March 12th: Early Dismissal

March 31st: No School, Principal, Asst.-Principal & Teacher Break Day

March 2025

MON	TUE	WED	THU	FRI	SAT	SUN
						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					

October 2024

MON	TUE	WED	THU	FRI	SAT	SUN
	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			

October, 2024:

October 16th: Early Dismissal

October 21st: No School, Teacher Work Day

April, 2025:

April 1st-4th: No School, Principal, Asst.-Principal & Teacher Break Day

April 16th: Early Dismissal

April 2025

MON	TUE	WED	THU	FRI	SAT	SUN
	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				

November 2024

MON	TUE	WED	THU	FRI	SAT	SUN
				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	

November, 2024:

November 13th: Early Dismissal

November 27th: No School, Teacher Break Day

November 28th-29th: No School, Principal, Asst.-Principal & Teacher Break Day

May, 2025:

May 2nd & 26th: No School, Teacher Break Day

May 14th: Early Dismissal

May 2025

MON	TUE	WED	THU	FRI	SAT	SUN
			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	

December 2024

MON	TUE	WED	THU	FRI	SAT	SUN
						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					

December, 2024:

December 11th: Early Dismissal

December 23: No School, Teacher Break Day

December 24th-31st: No School, Principal, Asst.-Principal & Teacher Break Day

June, 2025:

June 18th: Early Dismissal

June 19th: No School, Teacher Break Day

June 26th-27th: No School Teacher Work Day

June 30th: No School, Principal, Asst.-Principal & Teacher Break Day

June 2025

MON	TUE	WED	THU	FRI	SAT	SUN
						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						

School takes in at 8:30am and dismisses at 2:30pm.
Early Dismissal is 12:00pm for all students.