



# **Children's Community Based Services**

## **Educational Parent-Student Handbook**

### **Winchester Service Region 2024-2025**

Both Birth Campus  
120 Bellview Avenue  
Winchester, VA 20391  
(800-642-6200)

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# 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 often 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, to their child's early determination, 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 necessary to succeed in 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 creates solution-focused 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 thereby 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 through our practice and continuous quality improvement is the standard business model for the best way to ensure thoughtful customer service and excellent care.

## 5. Our Core Values

- **COMMITMENT** is our foundation. We take pride in the contributions we make to the lives of the people we serve.
- **COMPASSION PERSONAL** is the way we do business. We commit to anticipate and understand the needs of our customers/clients and strive 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 results.
- **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 university fee for educational services covers all materials and instructional services provided to the students. The funding agency is billed at the end of each month. When other services (Speech, Occupational Therapy, Applied Behavior Analysis, and Individual Therapy, etc) are requested by the students, all such services will be billed as per published rate schedule and billed to the funding agency/designated payor.

In the event that a student is potentially eligible to receive pay, tuition must be paid at the beginning of

### 1. Non-Discrimination

This institution does not discriminate 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" (20 U.S.C. Section 2003d).

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 Federal Transit Administration (FTA) Circular 2001-18. If a person receiving services believes they are being denied participation in or being denied benefits of the transit services provided by Griffith, or otherwise being discriminated against because of race, color, national origin, gender, age, or disability, details contact information is:

James Stewart, Title III Manager  
Griffith Occupational Health Services  
1741 East 20th, Milwaukee, WI 53208  
414-362-6200

[www.griffith.edu/TitleIII](http://www.griffith.edu/TitleIII)

Griffith reserves a copy of Griffith's complete Title III Plan and associated procedures at [www.griffith.edu](http://www.griffith.edu).

## 2. Admissions

The college will admit individuals of any race, color, national and ethnic origin, social economic background to all the rights, privileges, programs, and activities made available to all individuals supporting the college. The college does not discriminate on the basis of race, color, sex, physical or mental disability.

The college's admission decision for each individual is based on a combination of the materials presented and consideration of information obtained through the placement interview. From these sources, an Admissions Counselor can support the faculty's use of results of the individual's interview.

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

Each college student is required to have a current or a recent physical (no older than 60 days or within the last 12 months if transferring from another state licensed facility), when all exams completed within the last 12 months and receipt of immunizations prior to enrollment. If your child is currently taking medication, we will need original prescriptions (when possible one week prior to enrollment) as well as the pharmacy supply in the original container. Our staff will discuss specific exam requirements for medication distribution with you. The college 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 the college is requiring by financing 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, enrollment cannot occur. Additionally, only the child's/children may sign the forms. Please note that the permission forms will be updated annually.

Forms are to be filed to the Access Department prior to enrollment (71 East Hill 110). An Admissions Case Manager will review the information received and contact you should additional information be required. That's requirements to be brought with you the day of enrollment.

Our staff will be glad to answer any questions you may have as you move well.

You may reach the Access Department at 1-888-933-3333, extension 4444 or 4445. 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:

College  
Access Department  
71 East Hill  
Winchester VA 22604

## 3. Special Notes for First Day

When you arrive at school every day 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 family agreement your leaving. You know your child best, so the decision is yours. We will follow your lead.

Parents may access Delta's Emergency Procedures (that which addresses various types of emergencies at [www.deltacare.com](#)) or by requesting a print copy delivered to the Principal. Additionally, should the need arise for a response to be initiated (on or off-campus), the following alternative sites will be used to notify parents/guardian's with their day student:

Notification Location	Phone call text/Email to determine what site your student has been assigned after an incident will follow the instruction of emergency personnel regarding which alternative site facilities.
Home	
427 Elm Street, Winchester, VA 22601	
Delta Corporate Office	
3300 Sherman Drive, Winchester, VA 22604	

## 4. What to Bring

- ADDITIONAL** It is recommended that all students have at least one full change of seasonally appropriate clothing available when the school. For students who wear pajamas or who are prone to feeling nervous, it is recommended that you have their school clothing changes to present within the school.
- SEE STUDENT NEED TO BE FURNISHED BY PARENTS** We need to be aware of all your child's clothes. However, all clothing items should be in the master bins or rooms so that the child cannot be identified by a stain-marking.
- HYDRATE** For students who utilize including supplies such as pull-ups, 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 inflammable, please do not send it.

### DO NOT bring items:

- ammunition/weapons
- guns
- knives
- alcohol
- radio
- blow-up
- other weapons
- recreational electronic tablets or Pads
- explosives, sparks
- slingshots
- miniguns
- recreational MP3 players
- ammunition/weapons
- flares
- stinkies and/or glow stick bottles

Carrying or other items with messages that promote alcohol or drug use or violence are not permitted.

Students will not receive MP3-players or other items that are noisy, loud or obnoxious. Parents/guardians should carefully supervise children and not allow children to communicate that cannot be easily replaced.

## 6. Multidisciplinary Team

**Definition:** 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 may be a part of the multidisciplinary team/committee that supports your child:

- **Case Manager:** Each individual enrolled as a 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 as teachers. The frequency of this contact is determined by the child and includes at minimum, progress updates as often as required (RTE).
- **Clinical Staff:** Each individual supports 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:** Classroom 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:** The school's staffed with individuals who have a range of experience and training to meet identified student needs during school hours. Instructional Assistants support teachers and assist the teacher in providing instructional opportunities relative to core academics, physical education, art/music appreciation, social behaviors, daily living, community life, and enrichment.

\*All teacher staff who are responsible for child care are certified in Child/Child Care and First Aid Additionally, all Teachers are certified in ILL.

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

In coordination, you will be given an information sheet listing the specific people who will be working with your child. Please keep this sheet as a family reference guide, especially when your child is talk to the person who works with your child.

## 7. Keeping in Touch

Parents/Guardians may visit their child's school site during the school day. In order to ensure the student is not away from campus or their/their student is not involved in a scheduled therapy session, it is important to schedule visits in accordance with the case manager. If parents or guardians wish for extended family or friends to visit, specific written permission from the legal guardian must be given before the parent 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/parent needs and may range from daily to monthly.

- **Professional Visits:** 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 cannot with your supervision by another adult who is not participating in the professional meeting.

## E. Program Information

### 1. Licensing and Accreditation

The Virginia Department of Education licenses any 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 includes but is not limited to approval of approval by National Association of Special Education Teachers (NASSET), and MSAC School of Excellence.

### 2. Facilities & Equipment

CoEber's academic program includes space for classrooms, therapy services (such as speech language therapy, occupational therapy, and behavioral therapy), recreational space, and storage space for teacher/recreational materials and resource supplies. There are offices and meeting areas at the school. Teachers and students have access to computers, iPads, WiFi, printers, SMARTboards, and additional auxiliary technology in each classroom. Designated enrichment space is available.

Open gym space is available as well as specialized resource facilities such as art and music rooms.

### 3. Service Plans

All students entering a CoEber 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 educational measurable goals and objectives. An initial Treatment Plan is completed upon enrollment and includes initial treatment strategies. The next Treatment Plan is typically completed within 7 days after enrollment and is updated by the multidisciplinary team during the student's team meeting within 30 days. This revised Treatment Plan is developed from historical information, parent/teacher and agency/therapist assessment 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 is a team consensus setting in the continuous form 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's individualization with assessment/IEP and the services in this plan are implemented for the first 90 days of enrollment. As this plan is based on current assessment(s), an updated IEP may be required. CoEber staff will assist the student's IEE (local 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 the IEE is encouraged.

### 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 team) over the IEP (educational) are discussed and reviewed. If progress is not on track according to the minimum goal/ objective for an accomplishment based on the plan timeline, the MDT designs strategies and interventions to facilitate student progress.

Additionally, during every month, the supervising administrators (Educational/Clinical) review current scores to discuss educational progress. Specific feedback and guidance is given to staff on individual IEP progress updates are sent to the parents, the local school system and other associated team members in accordance with IEE/IEP guidelines.

The IRI will regulate, in part, meeting most occur within all plays of an assignment of a student in a private day school to discuss the Student Improvement Measures form. This measures student progress overall as measures a student's level of function in comparison with same age peers. This meeting will occur annually for all students and must be 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, school sites or in the community. Recreational activities occur indoors and outdoors and are structured to enhance the learning opportunities for students. Community recreational resources are utilized including, in some cases, sports, community athletic leagues.

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

Recreational activities and facilities are directed and supervised by staff knowledgeable in the safe guards required for the activities.

## **6. Religious Activities**

By law, Griffin operates in a non-partisan manner, neither requiring participation in religious activities nor keeping activities on the basis of religious preferences. Griffin staff will provide opportunities for students to participate in religious activities of the students' choice. However, religious activities/offerings may be limited by the safety of activities in the local community. Staff protect students' religious activity without conflict, but neither are they prevent attendance in particular religious services.

## **7. Transportation**

While at Griffin, special needs 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 with drivers' licenses for all staff transporting students. All of Griffin vehicles are properly insured and licensed according to their requirements.

## D. 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 student-driven, making which is made through authentic, differentiated strategies to provide each student a personalized program. Student preferences, interests and abilities are used 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 and environments. This integration allows the teacher and the students engage in alternative formats for presentation, action, expression, and engagement. This resulting philosophy fosters a mindset for lifelong learning which in turn creates 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 14 years and above, Career and Technical Education is provided as an option in a variety of venues as exploration, assessment and training.

All students are assessed to ease their anxiety 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 formal teacher tools and may be modified at any point during the school year based upon program results 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 foreign language and Career and Technical Education, Computer Technology and Community Living Skills, as appropriate. This is achieved by the placement in and the monitoring of progress of each student to use a range of the following curricula, textbooks 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 - Standards of Learning Curriculum Framework
- The Virginia State Department of Education - Virginia Essential Standards of Learning
- The CTE - Strategies for Teaching Based on Action Research
- Rigorous Transition Skills Activities
- Program Directory
- Early Gateway Skill Builder
- Teachers
- Elements Teaching Level One & Two
- Career/Life Modules

- The state curriculum or alternate state curriculum of the student's placing state other than Virginia
- Sex-Ed activities (yes/no) (Self-Declaration)
- Graduation
- ICL Levels 1, 2 & 3
- Extended Functional Skills Series
- Work-Based Learning - Working State Curriculum
- ICL (Technology Based Instruction)
- Adaptive Learning System

Instructional adaptations 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)

Griffin has three different programs that are dependent on the functioning levels 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.griffinva.com](http://www.griffinva.com).

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 multidisciplinary team, students may participate in a family life curriculum appropriate to their functional and developmental level.

Griffin ensures 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 for the requirements of the Virginia Standards of Learning (SOL) criteria of the student's home state.

This program is designed for the student who needs a highly specialized learning environment to functional life skills. The educational objectives include daily living and social and technical education skills. Additionally, the program objectives use the academic areas of English/language arts, mathematics, history/social science and science, which are based on the adapted 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 situational), and job training via an individualized task analysis for each job skill set. Training areas are tailored according to labor standards and students who participate acquire a stipend based on a professional set of work skills and work behaviors. Technical competencies may be in either or community based. The completion of this program and the requirements of the student's Individualized Education Program (IEP) results in the issuance of certificates of completion/finish or certificates of completion.

- **General Education Program:** The General Education Program exists for those students whose GP 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-year academic subject's areas of English, Mathematics, History/Social Studies and Science. In addition, these subject areas, combined with the student's general education, provides a balance of functional skills and career skills that lead to successful transitioning into adult living.

Notice that annually, Crafton administration will confer with the student's home LEA to ensure that course offerings remain in alignment with graduation requirements.

## 4. School Attendance and Tardiness

Crafton's annual school calendar is published on [www.crafton.org](http://www.crafton.org) in the Spring and commences July 1 of each school year. Crafton's school program provides 180 school days each year with approximately 13 early dismissal days.

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

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 that their child is absent or not in attendance for that school day. If a student is absent without contact, a case manager employed by Crafton will make reasonable effort to contact the parent or legal guardian the student every day to obtain the reason for the student's absence.

Absences that may be excused are on receipt of a valid written note or other form of notice approving the school from the parent or guardian on the day of the student's return to school include:

- Illness (if not two days, the school may require notes from the physician)
- Medical and dental appointments
- Court appearances
- Death in the family and
- Extraordinary 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 tardiness 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 absence and/or tardiness and presents this to the student's multidisciplinary team (MDT). The MDT either determines strategies and techniques to encourage attendance and progress or if the reasons fall outside of Crafton's control, the MDT determines the next to contact the student's governing agency.

## 5. Grading

For all students addressing standards at the general level, advanced general diploma or diploma, or formal grading system is used. Students placed in rigorosity, another state site, are sitting on a credit diploma also follow this grading scale. Grades are given based on a predetermined table that can include lesson content, skill development and participation. Individual content teachers are given latitude in creating course specific grading guidelines and procedures with respect to assignment weighting, make-up work, quizzes, tests, and homework. Teacher assesses two-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 table in consultation with their placing Local Education Agency.

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

Grades inform all promotion and/or retention decisions to the home LEA based upon their local standards. Additionally, while 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 Lehigh 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 their principal makes the determination of this need. The factors considered include the educational value of make-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, Lehigh will contact the student's local educational agency to determine how they would like to proceed. If make-up work is determined to be the best course of action by the LEA and the IEP team then Lehigh's principal works with the student, the teacher, and the student's MDT to develop a make-up plan that can be successfully completed.

## 7. Homework

Schedules will accommodate time for students to complete homework/study time.

## II. Statewide Testing

Statewide testing decisions are made via test requests. For those students who have an IEP, all state-administered assessments 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, all testing decisions will be made via phone conference with the LSA.

The IEP team also determines the state approved assessment accommodations that will be provided to the student in the areas of timing/scheduling, setting, presentation, and response. These selected assessment accommodations are the 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. In most cases the assessments are done at facilities by contract staff. The needed assessments, links for collection of evidence, and other supplies they have and information are provided by the student's LSA.

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 Lehighville educational staff that in turn provide teacher training and ongoing support in this area.

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

## III. Work-Based Learning

During the duration of a student's educational experience and based upon educational program, he/she may participate in career education experiences which include situational assessments, technical 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 data along with their associate's individual interest assessment.

Participation in all facets of the career and technical education programs 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.

Parents/guardians will be required to sign a document in order for their students to go into the community doing virtual tours. (this applies for both CTE job sites and community based settings).

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 at enrollment or while the student is at Grafton. Please ensure that your child's physician submits copy of the prescribed diet plan at least two weeks prior to enrollment. The prescription should include any notes describing specific guidelines. Please send this to the Access Department.

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

Medical 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 only 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 (as in the glass or the metal or wax/metal) 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 scheduling coordination, 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 stored 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 medications are to be placed in a locked cabinet.

Parents/guardians will be notified 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 or other group home treatment or nursing guidelines. If the Grafton nurse or infirmary manager is immediately available, he/she will make the determination.

Injuries that are not serious enough to require a doctor visit but have left marks, such as lacerations or bruises (i.e. visible bruising on the skin) will be reported to the family, parent telephone calls, emails, etc. when forwarded by telephone during working hours. All attempts at notification will be documented.

The case manager in terms of all 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, he/she will be cared for in the residential setting by direct care staff and assessed periodically by a Grafton nurse or external healthcare provider. Return to school



Should the student not require medical attention outside of the school's capacity, school as determined by the attending medical provider (based upon Virginia Department of Health guidelines (refer to state health information)) and evacuation of the region.

Staff are given necessary hospital services within all regions. Local services provide emergency services on-site and transportation to the hospital.

All individuals providing services who receive psychiatric medications are required to have an annual training requirement.

Integrated emergency systems are available at all school sites and all school staff are mandated per region to proper identification of a crisis event and administration of the response. Specific locations for each site are followed by having clearly marked, communicated to staff via letter correspondence, and consistent in emergency response.

## H. Protection from Abuse and Neglect

All teacher 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 or verified abuse and/or neglect are detailed within the Student Policy Manual. (Attachment 4)

## I. Behavioral Supports

### 1. General Information

Students who receive services through Student often display serious acting out behaviors. Student is committed to helping our students develop positive behavior patterns that they will be able to take with them when they leave school. As such, all staff is trained in approved behavior management and de-escalation techniques. Staff are trained utilizing staff for functional behavioral assessments are completed to identify the behaviors that the behavior intervention plan is designed to address. Individualized positive behavior plans are then developed to teach alternative replacement behaviors. These are skills are reinforced using a variety of individualized interventions.

From time to time (positive) restorative consequences may be required as discipline for inappropriate behavior by the student. All restorative consequences are designed to reduce the recidivism of the unwanted behavior. Restorative interventions are described below.

### 2. Time Out

In accordance with state health regulations, "Time out means excluding an individual's rights emotional control by removing the individual from his immediate environment with/without participation until he is calm or the problem behavior has subsided". The restriction is the individual of those criteria is

The alternative location may not take the form of a house. An individual may not be in the area for more than 30 minutes per episode. This can mean the part of a written behavioral support plan with approval from a clinical-eligibility review. During a timeout, an individual may not be placed directly adjacent or around a room 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 occur more than needed to address behavior-specific harmful, restrictive, and actively unenjoyable or intrusive to an accompany. Restrictions will not be imposed on an individual unless the restriction is justified and carried out according to these rights regulations. A qualified professional team will regularly reassess restrictions and ensure the restrictions are discontinued when the individual meets the criteria for removal.

## 4. Physical Restraint

The Northlake Campus in Winchester is a restraint-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 zones. All employees working with students and clients of the Winchester Region of Griefen are trained and certified in using zones. We also offer (zone) training to parents who have family members in the program. For more information on zones, please contact a Case Manager.

## 5. Restitution

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

**Chores may be performed within the following parameters:**

- Chores may not replace or replace an employee. Chores assigned do not release an individual just to perform them, those from doing that chore. (Example: If an individual messes up the bathroom, he may be required to clean it up, but his compliance does not release the housekeeping staff from having to clean it.)
- Chore assignments must be time limited.
- Chores that result in an individual staff member must be avoided.
- Chores assigned should be directly related to the infraction.
- The individual may be subject to what he has broken, fixed.

## 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 for 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 incident.

## 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 Grafton

- 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 contacts and visits with the individual's attorney, a probation officer, regulators or parole/prosecutor 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 conditions).
- 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 excessive restraint except as permitted pursuant to applicable state regulations.
- Administration of laxatives, enemas, or emetics except as ordered by a licensed physician or prison medical center for a legitimate 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 attorneys 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, Gardner 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 at the time 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 will meet for feedback in consultation. The person making the complaint will be contacted within 48 hours by the case manager concerning the matter. In any point in the process, if the person making the complaint is uncomfortable with the proposed outcome, the case manager or other team members may request help as needed and/or appropriate to the issue from the regional management team and the corporate office.

In regard to our Private Day School settings, in the event that the complaint 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, 110 Lee Hall, 2216 Richmond, Virginia 22202-1216. Additionally, individuals who submit the complaint is outside of their Commonwealth, they may also file a complaint to the nearest state's appropriate office. Information for other regulatory entities 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 Gardner maintains or learns about the person confidential. Each individual has a right to give his consent before Gardner shares information about him or his case unless another law, federal regulation, or state rights regulations specifically require or permit Gardner to disclose certain specific information.

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

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

When information is disclosed, Gardner will provide a statement that informs the person receiving the information that it must not be disclosed to anyone else unless the individual consents or unless the law allows or requires Gardner to disclose without consent.

Upon request, Gardner will tell individuals the sources of information contained in their service records and the names of anyone other than Gardner employees who has received information about them from Gardner. 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 read, read and/or get a copy of his own services record. Others must have the appropriate guardian's permission first. (This right is restricted according to law. The individual has a right to correct other people use his record.) Each individual has a right to challenge, correct or explain anything in his record. If a challenge or correction is made as a result, each individual has a right to be aware also how his record looks that he did so 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 services records and provide corrections to them.

If Groffer limits or refuses to let an individual see his services records, Groffer will notify the human rights advocate and let the individual that he can ask to have a 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 or given notice under conditions to come: all of the conditions. These notice limits and conditions will also be specified in the record.

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

- If the report finds that the services record is incomplete, inaccurate, out of date, not timely, or not necessary, Groffer will: 1. Either mark that part of the services record clearly to say so, or also remove that part of the services record and file it separately with an appropriate cross reference to indicate that the information was removed. 2. That discloses the original services record without giving specific concerning legal authority (e.g., if compelled by subpoena or other court order). 3. Properly clearly marking all persons who had received the relevant information that the services record has been corrected and request their compliance acknowledge the correction.
- If the report does not result in action satisfactory to the individual Groffer will upon request file in the services 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 copies of the record a copy of the individual's statement. 2. Clearly state in any later disclosure of the record that this document and include a copy of the statement with the disclosed record.

Groffer may deny access to all or a part of an individual's services record only if a physician or a licensed psychologist involved in providing services to the individual tells to the individual, looks over the services record as a result of the individual's request for access, signs and puts in the services record permanently a written statement that further access to the services 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 in writing about the services record written and without taking harm to the individual.

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 designee is always available to explain the records to parents on request. A designated person will be provided for any parents who need any translation of the records.

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

Griffin Integrated Health Network's student records include the following: Access/Attendance Record, Current IEP, Plans and notes, Transcripts/Grade Cards, Standard of Learning/Assess, Diagnosis or Educational Testing, Application or Parent Rights Form (original and understanding signature), Correspondence, Physician's Certificate (no more than 1 year old), Critical Incident Reports, if any (IEP) and student's home address (if any student file).

Previous school information provided may include Grade cards/Transcripts, Post-incident IEPs, medical releases, School test 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 releases.

## M. Financial Information

### 1. General Fees

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

- **Instructional Day:** Please refer to the web site for the Office of Comprehensive Services (OCS) for its list of fees and Families which publishes Virginia's Service Fee Directory ([www.doe.virginia.gov/ocsd/fees/fees.html](http://www.doe.virginia.gov/ocsd/fees/fees.html)). Day fees cover all academic costs including tuition, textbooks, copying, and other instructional materials. Heavy resources, program supplies, lunch on each academic day and supervision 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 Directory.

### 2. Medical Fees

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

### 3. Insurance

Please note that Griffin does not provide accident or medical insurance. However, Griffin does provide liability insurance. Please contact our Finance Office for more information at 800-541-0100, extension 2028.

## 4. Refund Policy

All charges are processed on a per diem basis, computed from the day of admission. In the event an individual does not actually enter Goshute is withdrawn by the sponsor permanently, or is discharged by Goshute 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 discharge. Since the discharge policy does not include any temporary admission following which the sponsor intends the individual to return to school.

## N. Discharge

It is the goal of Goshute staff to teach skills in education, recreation, community living, vocational living, leisure and recreation, language and social interactions. Any individual whose skill levels permit placement to a less restrictive or preferred residence will be transferred (as that residence with appropriate approvals from guardians and funding agencies, as long as funding is possible).

Discharges from any of Goshute's programs can be classified in one of four ways: Planned, Goshute initiated/emergency, Parent/guardian initiated, or individual initiated. Without doubt, a discharge from the program is to assist the individual in pursuing individual growth and development. Discharge planning is carried out in coordination with the appropriate agency and other involved agencies. The individual and the parent/guardian to ensure that the best possible alternative placement is selected. In all cases, the agency which referred the individual for placement will be notified immediately regarding a discharge.

- **Planned Discharge:** A planned discharge may occur under circumstances such as an individual has met stated objectives, programming alternatives have been unsuccessful, the individual has reached the maximum age allowed in the current program, or an individual is transitioning to their home community. A minimum of 90 days notice will be given to responsible parties involved regarding a planned discharge.
- **Goshute initiated/emergency Discharge:** Emergency discharges may be required for individuals who cannot receive necessary and appropriate services from Goshute. This includes individuals who require medical services not provided by Goshute, individuals who require psychiatric hospitalization, and individuals who present clear danger to themselves or others. Notice of such discharge will be negotiated with the appropriate governing agency within Community Services Board. Agencies will be notified of request earlier program changes which should prohibit any actual loss of monies received.

When regular program procedures do not provide the necessary medication to maintain appropriate behavior, treatment plan changes or requests for additional services, including additional staff support will be made prior to consideration of a Goshute initiated/emergency discharge.

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

- **Parent/Legal Guardian Initiated Discharge:** A discharge for discharge may be made by a parent/legal guardian or agency for their own purposes and reasons. A minimum of 180 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, Griefon will maintain the placement as long as there is a contract to pay for the services rendered. Griefon 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 Griefon services, Griefon staff will work cooperatively with them. Notification of this process will be made to the funding agency and parents. Individuals who are their own legal guardian, and are not legally restricted into someone else's care such as the court system, are legally entitled to make such a decision.

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

# ATTACHMENT A

GRAFTON		Policy and Procedures
State of Policy	Proposed from Team	
Policy Number	0113	
Author	Local Staff	
Policy Status	Approved (Previously Approved and Reapproved)	
Approved/Revised Date	1/20/2016, 10/20/2017, 10/20/2018	
<b>Policy</b>	<p>All Grafton employees are responsible for the proper treatment of individuals receiving services. Under no condition may any individual receiving Grafton (or district) support, or 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 has reason 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 the instructional program manager. This requirement also applies to consultants, student interns, and volunteers.</p> <p>Grafton's Quality Assurance Department is identified as the internal central contact for filing Grafton-related abuse/neglect allegations reports. However, an employee retains the right to make such reports directly to the Department of Social Services (DSS) when they desire.</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><b>Employee Restrictions: Activities</b></p> <ol style="list-style-type: none"> <li>1. Staff should avoid being alone with individuals receiving services except when required. For example, staff should not go behind closed doors with an individual respondent or out of sight of other adults, when possible.</li> <li>2. Roughhousing is not permitted. Prohibited activities include wallops games, games that include exchanging slaps (does not include use of "high-five" reinforcement), pinches, excessive tickling and wrestling.</li> <li>3. Staff must use only age appropriate physical touch with individuals supported by Grafton. Consideration should be given to the age of the individual before offering hugs. Exchanging notes or letters with individuals receiving services should be avoided as well as any physical touch that might be misinterpreted.</li> <li>4. When working with students, staff must always maintain authority as the instructor. When working with adults, staff is expected to maintain a professional supporting relationship.</li> </ol>	

- 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 force or physical restraint should be restrictive that which is absolutely necessary.
- 11. When staff are unable to bring their temper they are responsible for letting another staff person know. At these times, staff should walk away if necessary. Coming in front of individuals receiving services is most acceptable. An employee must never touch an individual unless when the employee himself/herself is out of emotional control.
- 12. If another staff person tells an employee to take a break, they must do so without question.

#### **Investigations of Incidents**

- 1. Release of staff to moral and legal responsibility for the well-being of individuals with special needs and awareness of the importance of presenting a constructive rather than obstructive view, the organization reserves the right to suspend an employee during the investigation and/or discipline an employee under without allegation without constructive warning if this is not obtainable. Further finding will be noted in the IPI Supervisor's summary report of the investigation.
- 2. An employee may be held responsible as a manager, director or administrator of the supervisor or on-duty manager. The IPI Supervisor may recommend suspension of the employee to any of the individuals listed above.
- 3. Any employee who commits a major violation will be disciplined. The date of disciplinary action is consideration of the welfare of the individuals receiving services and any mitigating behavior on the part of the employee.
- 4. 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: probation, leave without pay, retraining, or change in location of job assignment. Continued minor violations by an employee 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 as mistreatment, abuse or neglect or receiving information including the possible mistreatment, abuse or neglect of a client must immediately contact the IPI Supervisor to report any phone. If the IPI Supervisor is not available, the staff must immediately contact the on-duty or central program manager. Any employee may call 911 directly 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 behavior incident policy and procedure.

When there is reason to suspect abuse or neglect as defined in statute and regulations, 911 is to be used if the alleged abuse or neglect occurs or is called within 24 hours.

The State Administrator may be contacted if the local department is unable to respond within 24 hours. The Iqit Supervisor at 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 Graham'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 shouldn't attempt to interview the client for additional information.

If the report of alleged abuse or neglect involves an individual other than a Graham employee, the information will be turned over to DHS in the area the alleged abuse or neglect occurred. Graham will provide assistance to DHS as requested. Additional notifications to the client's home jurisdiction are made dependent on consultation with DHS.

### **Investigations**

Internal agencies may choose to conduct investigations into an allegation. Graham will work collaboratively with external agencies during this process. An internal investigation will always be conducted following a Graham resident abuse or neglect allegation. Graham 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 subject to a program manager's leave until such time as it is fully. The employee will receive general information related to the complaint at that time. 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 employee to prevent additional allegations of abuse, neglect or intimidation. The employee is paid during a period of investigative suspension.

If the allegation does not lead to an investigation by DHS, the individual's supervisor or internal manager will describe staff action, including suspension (with or without pay) or to a program during the investigation.

During an investigation, the Iqit Supervisor will gather documentation, as applicable, including: self-reports, witness reports, incident notifications forms, medical information, telephone call records, work schedules, client files, client 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.

	<p>The IPI Supervisor 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.</p> <p>In the case of suspected sexual abuse, IPI typically requires that a physical examination be afforded as soon as possible.</p> <p>In the case of an allegation of physical mistreatment, abuse or neglect, a nurse or designated manager will examine the individual for physical trauma or signs as soon as possible, and refer the individual for an additional medical examination, as required. Findings of this examination will be documented.</p> <p>Suspected internal documentation will be made available to the IPI Investigator, the licensing unit, and the Human Rights Advocate. The name of the person making the initial report will be kept confidential except to those directly responsible for the investigation.</p> <p>Within 10 working days of initiation of an investigation, the IPI Supervisor will provide a written report to the Human Rights Advocate via the IPI/HR web-based reporting application, and to the Director to include whether abuse, neglect, or exploitation occurred, the type of abuse, and whether the act resulted in injury.</p> <p>Although reports are reviewed by different agencies for different purposes. The Virginia Department of Education and Virginia IPI/HR review a report from the perspective of compliance with licensure standards. The Human Rights Advocate may investigate to assess an individual's rights as protected internally, the allegation 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. IPI investigates to determine specifically if abuse or neglect occurred in accordance with their Department's policies and purposes.</p> <p>If IPI/HR finds sufficient evidence of abuse, the employee will be terminated. Disciplinary actions will be dependent on information gathered during the investigation, even if the IPI/HR investigation is unfounded. For example, an employee's actions may not meet the IPI/HR definition for abuse but may clearly violate IPI/HR's policies on the treatment of individuals, documentation and reporting procedures, maintenance of confidentiality, use of approved/functional management techniques and other treatment issues as examples of other aspects of an investigation which may lead to employee disciplinary actions.</p>
<p><b>Influenced Parties:</b></p>	<p>HRD HR Services Incidents</p>
<p><b>Influenced Forms:</b></p>	<p>HRD</p>

# ATTACHMENT B

GRAFTON		Policy and Procedures
State of Policy	Personnel/Children	
Policy Number	HRP 110	
Policy Review Period	Annual/As Needed/Continuous	
Policy Status	Policy/Control	
Approved/Revised Date	HRP 11000 November 1, 2008/November 1, 2010/Revised	
Definitions	<p><b>Manager:</b> 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>Griffon assesses the photographs of clients and handles all sensitivity confidentially and with respect for the client.</p> <p>Griffon's 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 in the client's file and Griffon acknowledges that photographs of friends and family with our files and an client who lives at Griffon should be able to have such photographs. Griffon is not able to ensure confidentiality of photographs of clients when those photographs are used in client's personal journals.</p> <p><b>INTERNAL USE</b></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"> <li>■ Photograph is to be used in construction of daily activity schedule when photograph is by consent in the client's ability to understand the schedule.</li> <li>■ Photograph is to be used in construction of working tool (such as task analysis) when use of photograph is by consent in client's ability to comprehend instruction.</li> <li>■ Photograph is used to recognize and celebrate client accomplishments and activities, such as an an individual bulletin board. Such photographs will not be placed in public areas such as the client's entry area or lobby but may be placed in hallways and other areas.</li> </ul>	

	<ul style="list-style-type: none"> <li>❑ Photographs may be given to clients who are included in the process for their personal use.</li> <li>❑ 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 this way in accordance with their assigned protocols.</li> <li>❑ Photographs must be taken with a professional camera.</li> <li>❑ All photographic images must be respectful of clients.</li> <li>❑ 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 without a written professional internet (web) policy.</li> </ul> <p><b>Restrictions on Use:</b></p> <ul style="list-style-type: none"> <li>❑ Photographs must NOT be taken or used for an employee's personal use.</li> <li>❑ Photographs must NOT be negative, embarrassing, or demeaning.</li> <li>❑ Photographs must NOT be taken with a cell phone.</li> <li>❑ Photographs must NOT be taken with a personal camera.</li> <li>❑ Copies of negatives or digital images, including CDs, must NOT be personally retained by employees.</li> </ul> <p><b>Additional Use:</b></p> <p>Specific parties and clients/participants will be consulted prior to taking photographs of a client's marketing or collaborative use.</p>
<p><b>Procedure:</b></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><b>Additional Use:</b></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><b>Additional Use:</b></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 images, in addition to ensuring 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><b>Approved Parties:</b></p>	<p>None</p>
<p><b>Approved Forms:</b></p>	<p>To access client information follow: Client/Photograph Policy - Acknowledgment by Client/Client Representative</p>

# ATTACHMENT C

## 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 may 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.

Get a paper copy of your medical record	<ul style="list-style-type: none"><li>1 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.</li><li>2 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 none.</li></ul>
Ask us to correct your medical record	<ul style="list-style-type: none"><li>1 You may ask us to correct health information about you that you think is incorrect or incomplete. Ask us how to do this.</li><li>2 We may say "no" to your request, but we'll tell you why in writing within 60 days.</li></ul>
Request confidential communications	<ul style="list-style-type: none"><li>1 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.</li><li>2 We will say "yes" to all reasonable requests.</li></ul>
Ask us to limit what we can or share	<ul style="list-style-type: none"><li>1 You may ask us not to use or share certain health information for treatment or our operations.<ul style="list-style-type: none"><li>2 We are not required to agree to your request, and we may say "no" if it would affect your care.</li></ul></li><li>2 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"><li>3 We will say "yes" unless a law requires us to share that information.</li></ul></li></ul>

<p>Get a list of those with whom we've shared information</p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<p>Get a copy of this privacy notice</p>	<ul style="list-style-type: none"> <li>➤ You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.</li> </ul>
<p>Choose someone to act for you</p>	<ul style="list-style-type: none"> <li>➤ If you have given someone medical power of attorney or become a "next legal guardian," that person can exercise your rights and make choices about your health information.</li> <li>➤ We will make sure the person has this authority and we will not write you before we take any action.</li> </ul>
<p>File a complaint if you feel your rights are violated</p>	<ul style="list-style-type: none"> <li>➤ You can complain if you feel we have violated your rights by contacting us using the information on page 6.</li> <li>➤ 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 1-877-684-6453, or visiting <a href="http://www.hhs.gov/omb/foia/complaints/">www.hhs.gov/omb/foia/complaints/</a></li> <li>➤ We will not retaliate against you for filing a complaint.</li> </ul>

## 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 <b>all</b> the cases, you have health care rights and choices to tell us to:</p>	<ul style="list-style-type: none"> <li>➤ Share information with your family, close friends, or others involved in your care</li> <li>➤ Share information in a disaster relief situation</li> <li>➤ Include your information in a hospital directory</li> <li>➤ Contact you for fundraising efforts</li> </ul> <p>If you are not able to tell us your preferences, 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>
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For research	<ul style="list-style-type: none"> <li>We may share your information for health research.</li> </ul>
Comply with the law	<ul style="list-style-type: none"> <li>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.</li> </ul>
Work with unusual patients or special interests	<ul style="list-style-type: none"> <li>We may share health information with a coroner, medical examiner, or funeral director when an individual dies.</li> </ul>
Address workers' compensation, law enforcement, and other government requests	<ul style="list-style-type: none"> <li>We may share your health information about you:               <ul style="list-style-type: none"> <li>For workers' compensation claims.</li> <li>If for law enforcement purposes or with a law enforcement official.</li> <li>With health oversight agencies for activities authorized by law.</li> <li>For special government functions such as military, national security, and presidential protection services.</li> </ul> </li> </ul>
Respond to lawsuits and legal actions	<ul style="list-style-type: none"> <li>We can share health information about you in response to a court or administrative order or in response to a subpoena.</li> </ul>

## OUR RESPONSIBILITIES

- 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 we can, you may change your mind at any time. Let us know in writing if you change your mind.

For more information see [www.guipatient.com/privacy-notice/standard-privacy-notice.html](https://www.guipatient.com/privacy-notice/standard-privacy-notice.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, Rochester, NY 14620 guifon.org  
 email: Privacy@guifon.org Phone: 888-888-1222 ext. 1240

## Winchester Educational Objectives and Program Description

By using a systemic approach, Griffin Integrated Health Network – Winchester Region is committed to:

- following research-based, data-driven methodologies in order to support individuals with Intellectual Disabilities, Developmental Disabilities, autism, along with co-existing physical, medical, sensory or emotional disabilities.
- providing a multidisciplinary continuum of care that will ensure that these are some of the maximum independence with the highest level of autonomy.
- providing each student with the skills necessary to increase their capabilities through cooperative, collaborative, and therapeutic environments.

In order to accomplish these objectives each student will receive instruction tailored to their individualized educational needs which, as per IEP decisions, may be based upon typical standards of learning for those working toward a Standard or Advanced Studies Diploma or aligned/modified standards of learning for those working toward a Certificate of Completion or Certificate of Applied Studies. Across two school years the Winchester program can serve students in grades 8-12 along with transitional students continuing to address educational skill deficits through their third year. All students participate in state mandated assessments based upon their educational track which can consist of End of Course Exams or alternative assessments specific to their home state. Both educational tracks are designed for students who require a highly specialized learning environment in order to address either core academic deficits or functional life skills. For those students working toward a Standard or Advanced Studies Diploma, the program of studies will include all required core academic courses as per their home state or locality. For those students in the Integrated Program who are working toward a Certificate of Completion or Certificate of Applied Studies, the program of studies will include skill development in communication, daily living and occupational preparation. Additionally, included into the program of studies for these students are the academic areas of English/reading, mathematics, history/social science, and science, which are based on the aligned core 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 application, assessment or training as called for in the IEP. The areas covered include job exploration, a career and technical educational assessment (typically vocational), and job training via an individualized task analysis for each job skill set. Training areas are marked according to labor standards and students also participate in paid work experiences in 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.

# ATTACHMENT E

GRAFTON		Policy and Procedures
State of Policy	Nutrition and Physical Activity	
Policy Version		
Policy Review Period	Continuous/Annual Review	
Policy Detail	Detailed Appendix documents and supporting	
Approved/Reviewed Date		
Definitions		
Policy	<p>It is the policy of Grafton that the employees are committed to the optimal development of every student by providing the opportunity to achieve personal, academic, developmental, and social success, through creating positive, safe, and health promoting learning environments at every level in every setting throughout the school year. All students will have the opportunity to practice healthy eating and physical activity behaviors throughout the school day while Grafton ensures commercial distractions are minimized.</p>	
Procedures	<ul style="list-style-type: none"> <li>• Staff will provide the students access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards.</li> <li>• Staff will provide quality nutrition education that helps students develop lifelong healthy eating behaviors.</li> <li>• Staff will provide the students with opportunities to be physically active before, during, and after school.</li> <li>• Staff will engage in nutrition and physical activity promotion and other activities that promote student wellness.</li> <li>• School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.</li> <li>• The residential community is engaged in supporting the work of the academic community in creating healthy businesses, school and other settings for students and staff to practice lifelong healthy habits and</li> <li>• An all-substance for the management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives will be maintained through the School Wellness Committee.</li> <li>• The School Wellness Committee will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. This plan will be revisited after the Model Local School Wellness Policy developed by the Alliance for a Healthier Generation has been thoroughly reviewed by the entire, local and</li> </ul>	

	<p>nutrition services and is in compliance with the statutory requirements for local school wellness policies as per the proposed regulation, Local School Wellness Policy Implementation under the Healthy Hunger-Free Kids Act of 2010.</p> <ul style="list-style-type: none"> <li>• <b>Graders will create records to document compliance with the requirements of the wellness policy at the Regional Campus in the Nutrition Office and/or on Grader's placed sites. Documentation maintained in this location will include but will not be limited to:</b> <ul style="list-style-type: none"> <li>• The school wellness policy</li> <li>• Documentation demonstrating compliance with community involvement requirements, including (1) efforts to actively solicit Grader Wellness Committee membership from the required stakeholder groups; and (2) "Team" group participation in the development, implementation, and periodic review and updates of the wellness policy</li> <li>• Documentation of annual policy progress reports for each school; and</li> <li>• Documentation of the triennial assessment of the policy for each school</li> <li>• Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.</li> </ul> </li> <li>• <b>Graders will offer school meals through the WFP and SMP programs, and offer school lunch program, all meals:</b> <ul style="list-style-type: none"> <li>• Are accessible to all students;</li> <li>• Are appealing and attractive to children;</li> <li>• Are served in clean and pleasant settings;</li> <li>• Meet or exceed current nutrition requirements established by local, state, and Federal statute and regulations. (Graders offers reimbursable school meals that meet State Nutrition Standards);</li> <li>• Promote healthy food and beverage choices</li> </ul> </li> </ul>
<p><b>Reference Point:</b></p>	<p><a href="http://www.fns.usda.gov/schoolmeals/nutrition-standards/school-meals">http://www.fns.usda.gov/schoolmeals/nutrition-standards/school-meals</a>  <a href="https://www.healthiergeneration.org/">https://www.healthiergeneration.org/</a></p>
<p><b>Reference Form(s)</b></p>	



**Winchester-Ruth  
Birch Campus**

120 Bellview Avenue  
Winchester, VA 22601  
540-542-0200

# Education Calendar

## July 1, 2024 - June 30, 2025

	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-3rd: 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 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 9th: Early Dismissal

April 14th-18th: No School, Principal, Asst.-Principal & Teacher Break Day

### 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: No School, Teacher Break Day

May 14th: Early Dismissal

May 26th: No School, Teacher Break Day

### 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 23rd: 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.