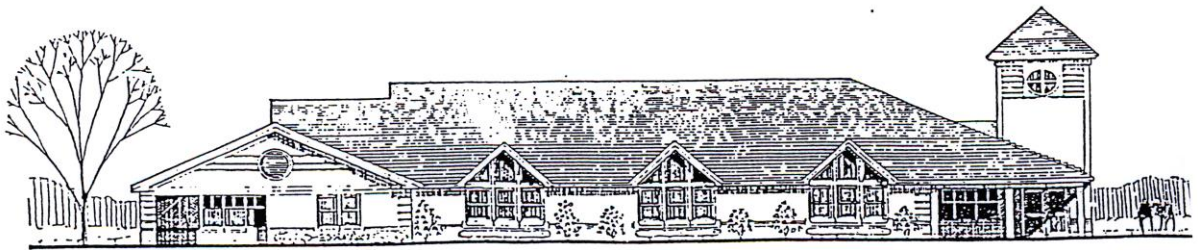




The Italian Home
for Children



Mary Savioli Pallotta Educational Center

**SCHOOL
HANDBOOK**



The Italian Home
for Children

Dear Parents, Guardians, and Students;

On behalf of the staff, we take pleasure in welcoming you and your child to the Mary Savioli Pallotta Educational Center. This handbook will introduce you and your child to our school community, and we hope that the time spent in our program will be a rewarding experience for both of you. Please take the time to review this handbook and feel free to contact us with any questions you may have. For further detailed information regarding the Italian Home for Children Policies and Procedures there is a manual maintained in the school building that is accessible to you upon request.

Our school provides an environment to help students work on their individual needs. Through intensive academics, a structured behavior management system, support and counseling services, and enrichment courses as part of our daily program, each student is provided with the opportunity to achieve his/her highest level of success. We seek to create a positive and caring community where everyone feels accepted, everyone feels safe, and everyone learns.

We look forward to working with you and your child.

Sincerely,

Italian Home School Team



The Italian Home
for Children

MISSION

The Italian Home for Children provides an integrated network of powerful and effective programs to help children and families with emotional, behavioral, and educational challenges thrive in their communities.

VISION

At Italian Home for Children, we are creating communities where all children, adults, and families are embraced and empowered to reach their full potential.

EDUCATION SERVICES:

PHILOSOPHY OF EDUCATION:

The Pallotta Educational Center is committed to providing high quality, comprehensive, and meaningful education for all students.

Programs and services are designed to offer students opportunities to achieve the highest level of learning in all basic skill areas, to foster individual talents and strengths, and to instill a love for lifelong learning. Individual differences in development and learning styles, cultural and ethnic backgrounds, and family/life systems are all taken into consideration.

The student's sense of self-worth, self-reliance, and respect for others is encouraged through a supportive, structured, and safe environment. Students are challenged to develop problem solving and life skills that will assist them in school, the Italian Home community, and their home communities.

The ultimate goal for all students attending the school, is to be able to make the transition to a less restrictive environment. Ongoing support and encouragement are provided throughout the transition period to address the changing needs of students and families. Students who have experienced success at the Pallotta Educational Center can feel confident in their move towards a less restrictive setting.

PROGRAM DESCRIPTION:

The Pallotta Educational Center provides a variety of services to both day and residential students. Children placed at the Italian Home in the residential program may attend the on-grounds school, continue in a previously designated private day school setting, or participate in an inclusion model within the public schools as determined by the Individual Educational Plan. Day Students transition from their communities to school via special transportation arrangements. The Director of Educational Programming and Clinical Supervisor attend all intake interviews to explain the educational and clinical services available and to assist all involved parties with any questions or concerns that may arise regarding the choice of educational placement for the student.

Students at the Pallotta Educational Center range in age from 4-13 years, and are those for whom a private day or residential educational placement has been deemed appropriate. The students have experienced a variety of behavioral, emotional and

learning differences. Behaviors are addressed through a systematic, positive behavior management system. The emotional climate created by school staff is caring and nurturing. The environment is highly structured and predictable to ensure that the students feel safe and secure in school.

There are five classrooms at the Pallotta Educational Center with up to eight students, a certified Special Education Teacher and two Assistant Teachers in each class. Students are grouped primarily according to age; however, academic and social ability are also factors in placement. Many students are also experiencing learning differences and delays. Each student's academic program is individually designed and based on the goals in his/her Individualized Educational Plan. Reading and math instruction are presented both individually and in small groups. Instruction in the content areas is conducted within the small group. The curriculum is developed by the Curriculum Coordinator and teachers present in a unit format to interface with the Massachusetts Curriculum Frameworks and Common Core, class needs and the students' IEP goals and benchmarks. Teachers also incorporate instruction in basic classroom expectations such as discussions, note-taking, follow-up and hands-on activities. Each classroom is equipped with state of the art technology to enhance curriculum and promote the students' growth in the areas of technology.

The Resource Specialist tests all students in reading and math and consults with the classroom teacher to develop an appropriate scope and sequence for the student. The Resource Specialist provides services to designated students on a one to one basis as prescribed in the Individual Educational Plan.

The Physical Education program at the Pallotta Educational Center is designed as a structured program emphasizing proper behavior, teamwork, sportsmanship and health and wellness. Each classroom receives two periods of PE per week. Development of gross body movement, knowledge of specific skills and increasing the student's understanding of wellness are the major goals of the program.

Each classroom also receives one period per week of art and music instruction; with more intensive classes offered for students who demonstrate additional interest in art or music. Arts and Humanities lessons interface with classroom curriculum and students are exposed to a wide variety of materials.

The Pallotta Educational Center also provides the services of a Speech and Language Therapist and an Occupational Therapist. Services consist of evaluation and consultation, weekly treatment sessions, progress notes, progress reports and final evaluations. Services are provided for those students for whom therapy is part of the

IEP or for those students who have been identified through previous or current evaluations as being in need of Speech and Language and/or Occupational Therapy. Each therapist also integrates lessons within the classroom and consults with teachers on an ongoing basis.

The treatment of children at Italian Home is based on a team approach, where education is only one component of the child's overall treatment. Consistency of treatment is maintained through direct communication with all parties involved with the student.

STANDARDS OF LEARNING:

All students at the Italian Home for Children are provided with a wide range of curriculum materials that address specific learning needs based on the goals and objectives/benchmarks in his/her Individual Educational Plan. A comprehensive curriculum of Reading, Language Arts, Spelling, Math, Science, Social Studies, Art/Humanities, and Physical Education is provided using curriculum materials ranging from teacher-made to commercial series and tests. Teachers access the Massachusetts Curriculum Frameworks and Common Core and plan and differentiate lessons to fit students' needs.

Students participate in the **MCAS** testing conducted each year. Accommodations are made for students participating in this testing in accordance with the instructional methods identified in the IEP of each child.

Specifically, the Italian Home for Children continues to examine the curriculum to insure that the students have every opportunity possible to meet learning standards. Approaches involving critical and inferential thinking, cooperative learning, problem solving, exploration, and thematic integration are introduced into the curriculum.

In addition, the Italian Home attempts to access as much of the sending school districts' curriculums as possible in order for students to have easier transitions back to their home community.

The Italian Home curriculum is an "evolving" continuum to be examined and adjusted to fit the needs of all students.

CLINICAL SERVICES:

The Italian Home clinicians are masters level therapists trained in working with special needs children and their families. Clinical interventions with **residential** children focus on assisting the child and his/her family to make measurable progress towards family reunification, using specific task-centered goals. Clinical interventions with **day** students focus on supporting social/emotional functioning while strengthening home, school and community connections. Italian Home Clinicians provide weekly individual therapy, therapeutic group work, family treatment, case management services, and crisis intervention; as well as providing ongoing consultation and collaboration to school staff and outside providers.

All clinical and school staff participates in ongoing training in **Trauma Informed Care**.

BEHAVIOR SUPPORT:

The Pallotta Educational Center provides an environment to help support each student's individual behavioral and social/emotional goals. Through a structured school wide behavior support system, a curriculum that focuses on individual skills as well as group activities and support services such as counseling (individual, family, group and crisis), resource room tutoring, art, music, physical education and enrichment courses as part of the daily program, we are able to provide a safe, consistent and predictable learning environment.

All staff having direct contact with children must complete a behavior management support (**Therapeutic Crisis Intervention**) training. Qualified and certified trainers provide this training. Training must be completed before staff are able to be alone with children. TCI training is completed during the first month of employment with ongoing refresher training provided through the year.

Meeting Developmental Needs

The students served by the Italian Home for Children have complex needs as evidenced by their reason for referral. As a result, they may experience delays in social-emotional development, cognition, and/or communication skills. Therefore, in every aspect of the crisis management system, staff members take into consideration not only the chronological ages of the students, but also their developmental functioning, and trauma histories when identifying goals, interventions, and consequences, and when they are processing or problem solving with students.

Individualized Behavior Plans

Students served by the Italian Home for Children will have an Individualized Behavior Plan. The plan may be developed at intake based on referral information provided, or it may be developed following assessment or occurrence of a behavioral incident. The behavior plan is reviewed and updated annually by the treatment team and is designed to supplement the IEP and identifies safety concerns (medical, physical, medication, and trauma history), current issues or triggers, high risk behaviors, and intervention strategies.

High Risk Behaviors are identified with input from the student and his/her family/guardian.

Antecedents or Triggering Events are those events, actions, or circumstances that occur immediately before a behavior. Being able to identify them, allows staff to be proactive and manage the environment when possible in order to prevent behavioral episodes from occurring in the future.

Interventions are the specific strategies utilized to teach students the skills they need to help reduce the occurrence of behaviors that interfere with his or her daily functioning.

Reinforcing Pro-Social Behaviors

Behavioral reinforcement techniques are ways to interact in a positive way with students when they are beginning to exhibit low levels of challenging behavior. These techniques are non-intrusive and rely on the student's ability to make good choices. The goal is to intervene when the antecedent or triggering event occurs and prevent the behavioral episode from escalating.

Behavior Support Techniques/Interventions

The following techniques are used to intervene early in the potential crisis situation. Behavior support techniques should be implemented at the first sign of distress in order to support the student to manage his or her stress as well as to de-escalate potential crisis situations.

1. Managing the Environment involves being aware of and using the physical environment to prevent and de-escalate behaviors in an unobtrusive manner. Awareness of elements such as how lighting, noise levels, or others in the area that affect the student at baseline and while escalated can inform how staff members should structure the environment to prevent further escalation.

2. Prompting is signaling to the student to begin a desired behavior or stop an undesired behavior. Prompting can be done verbally or nonverbally and is another unobtrusive intervention to help students remember what they are expected to do next.
3. Caring gestures are intended to show respect for the feelings of the student. It should be used with caution and an understanding of the child's trauma history, but can be an effective strategy for teaching appropriate boundaries. Examples of caring gestures include verbal praise, high fives or placing a hand on the shoulder of a student. Additional examples include the temporary touching or holding, *without the use of force*, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
4. Hurdle help is a technique used to prevent students from becoming too frustrated in tackling a problem that is not, in a given moment, within his or her abilities to manage unassisted. Staff members assist the student to get past the difficult point and then the student is more likely to continue on alone. An example of hurdle help is helping a student with classwork or homework.
5. Redirection and distractions is a method of diverting the attention and energy of the student to an activity that is neutral or more socially appropriate so that the student can stay in control of his or her emotions and behavior
6. Proximity is the use of proper body positioning that, when used effectively can reduce stress and de-escalate a behavioral episode. Examples of proximity include positioning yourself closer to an exit when working with a student who is at risk of running, or sitting between two peers who are interacting inappropriately during mealtime.
7. Directive statements tell the student exactly what staff members expect of them in the moment. The directive must be clearly stated, must be something the staff member knows the student is capable of doing, the student must be calm enough to respond appropriately, and the directive must be given in a manner that is respectful and calm.
8. Time away is used to offer the student a few moments in a less stimulating environment to regain control of his or her emotions and behaviors. If the student is unable to self-regulate, a staff member may need to assist the student to regulate using one or more of the above-referenced strategies.

Consequences

Natural and Logical Consequences – Natural and Logical consequences occur with direct intervention of the adult and teach the student about his/her behavior and choices.

Natural and logical consequences show the student that the behavior is not acceptable

and the consequences are the natural and logical outcomes of the choices that the student has made.

The underlying idea behind these consequences is that they address the needs of the student and encourage him/her to learn new ways of behaving. Allowing the student to make restitution and to correct his/her mistake is also important in the development of self-esteem. This gives a sense of achievement and reciprocal interaction as well as reinforcing the concept of being part of a caring community.

Loss of privileges and restrictions are also consequences which should be logically related to the child's behavior. These consequences should be time limited and appropriate to the child's age and/or developmental level.

Increased supervision status may be necessary for students with a history or recent incidents of runaway behavior, sexualized behaviors, aggression towards others, or risk of self-harm. Increased supervision status is intended to be a short term intervention to monitor the immediate risk. Students who are on an increased supervision status for an extended period of time without improvement in the identified behavior will necessitate further discussion with the treatment team.

Use of Physical Intervention

The use of physical interventions to contain and/or control the behavior of students should only be used to ensure safety and protection. Physical intervention should only be employed as a safety response to acute physical behavior which places the student or others at *imminent risk of harm*.

Any use of physical intervention involves some risk of injury to the student or staff members, and staff members must assess this risk against the risk of not intervening.

Physical intervention must never be used as punishment, consequence, demonstration of authority, or because de-escalation is taking too long.

Physical intervention should only be employed after other less intrusive approaches have been attempted unsuccessfully or, in cases where there is *imminent risk of harm*.

Physical intervention may only be employed for the minimum time necessary to ensure the student is no longer at risk of self-harm or harm to others. Restraints that exceed 20 minutes require administrative approval in order to continue. A supervisory staff member, or designated senior member on staff, should be notified of a restraint as soon as it is initiated. The supervisory staff member, or designated senior member on staff, should notify the administrator on site or on call once the student has been in the restraint for 15 minutes. If the administrator is unable to be reached, the supervisory

staff member or designated senior member on staff shall attempt to notify another administrator for approval, up to and including the Chief Operating Officer.

Physical intervention may only be used by staff members who have successfully completed comprehensive training in Therapeutic Crisis Intervention (TCI) and demonstrated proficiency in the de-escalation strategies as well as physical intervention strategies. Only the techniques taught may be used.

All restraints require a minimum of two (2) staff members. This includes a person who observes the restraint.

An intervention is discontinued immediately if signs of distress are observed, the student is unable to be safely maintained, or it is not being implemented in accordance with agency standards. Signs of distress may include, but are in no way limited to: shortness of breath/difficulty breathing, physical injury, seizure, vomiting, turning blue or purple in the face.

Following any form of physical intervention, there must be a post incident medical follow up, debriefing or processing, and support offered to the student and staff members involved.

All incidents of physical intervention must be documented on a restraint report by the end of shift. These reports are part of the medical record of the student. Notifications will be made to parents/guardians and LEA within 24 hours of occurrence of the restraint.

Restraint data will be reviewed and analyzed monthly. Summary of the analysis will be shared with program leadership. Any identified trends regarding shift/time of day, day of week, student involved, staff member involved, or injuries will be reviewed with the restraint coordinators and the applicable programs. Any trends identified across programs will be addressed by the senior leadership team.

Any concerns raised or complaints regarding the use of physical intervention will be addressed in accordance with the Formal Complaint and Grievance Policy (207.1).

Prohibited Interventions

Within the Italian Home for Children, **the following interventions are prohibited:**

- Use of mechanical or chemical (medication) restraint
- Use of physical intervention other than those on which an employee has been trained
- Use of restraint for the purpose of punishment or for convenience of others
- Use of locked time out or seclusion

- Any type of physical hitting inflicted in any manner for any reason
- Requiring the student to take an uncomfortable position such as squatting or bending or requiring or forcing the student to repeat physical movement, when used as punishment
- Punishments which subject the student to verbal abuse, ridicule, or humiliation
- Denial of visitation of communication privileges with family unless clinically indicated
- Denial of food, shelter, or bathroom facilities
- Punishment by peers
- Group punishment or discipline for individual behaviors
- Threats to use any of the above
- Forcibly moving a student from one area to another

If there is concern that a student is not able to be safely maintained utilizing restraints on which the Italian Home employees are trained, the treatment team will make a determination as to whether the student is appropriate for continued stay at the level of care s/he is receiving.

*Seclusion is defined as the *involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving*. Examples include holding a door closed while a child is inside, or otherwise blocking the doorway to prevent a child from leaving.

Suspensions:

Suspension whether in-school or at home is the school's strongest response and is seen as an intervention tool to be used in cases of grossly inappropriate or dangerous behavior (such as but not limited to possession of a dangerous weapon or a controlled substance, serious aggression or property destruction). All interventions are attempted in-school unless a student's behavior cannot be managed in the school setting or more extensive evaluation is required.

- Whenever a student is suspended, the school will immediately notify the parents/guardian and public school district responsible for the placement of the student.
- No student may be suspended and sent home unless a responsible adult is available to receive the student.
- Once a student has been suspended for 3 consecutive school days or 5 non-consecutive school days in a school year, the school, parents and public school district, consistent with Federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy

suspension of the student from the program.

- Suspensions that last longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days, but constitute a pattern, indicate the need for a TEAM meeting. At the meeting the TEAM will develop or review a functional behavioral assessment and develop or modify a behavior intervention plan and/or identify appropriate alternative educational settings.
- The Pallotta Educational Center will record and track the number and duration of suspensions from any part of the student's IEP program, including transportation. Tracking will be done on the Italian Home's Client Information System.
- Students serving an in-school suspension will continue to receive assignments and instruction from the classroom teacher or assistant teacher supervised by the classroom teacher in a designated space within the school.
- **Re-entry Meeting**-Anytime a student requires a suspension it is viewed as an indication that the school and home need to work closely to address the student's immediate needs. Parents/guardians are required to participate in the re-entry process with the student and school team. The meeting is used to develop goals/a safety plan in response to the student's behavior, build a strong working relationship and assist the student in transitioning back to the classroom.

MEDICAL CARE:

A full time nursing staff is available to administer medication and provide care for the students as needed.

All staff are trained in emergency protocol during the initial training period and annually thereafter. First Aid/CPR training is provided by a certified instructor to all staff initially with certification renewed every 2 years. The program maintains adequate first aid supplies stored in an accessible to staff yet secure place, out of the reach of students.

EMERGENCY MEDICAL CARE:

For medical emergencies, the following protocol will be followed:

- The staff noting the medical emergency should immediately notify the supervisor and nursing **-the only exception being life threatening emergencies such as grand mal seizures, difficulty breathing, significant bleeding and head or back injuries, or any situation in which the life of the child appears to be at risk, 911 should be called immediately and then the supervisor and nursing should be contacted.**
- The staff person and the nursing department will determine if 911 should be called if the emergency is non-life threatening.
- If 911 is called or the child is taken to the emergency room by staff, the parent/guardian will be contacted immediately; and, appropriate, arrangements made to meet the child at the hospital. A staff member will always accompany a student to the hospital. When there is time, the child's insurance information and the Permission for Medical Treatment form should be copied and accompany the child to the hospital.
- If the child does not require hospital intervention, the child should be made as comfortable as possible and first-aid applied and nursing and the school director notified.
- Documentation of the incident will occur via the client information system. Nursing staff in Jamaica Plain and clinician must also be notified by leaving a voice mail message and a copy of the Incident Report.
- The child's clinician is responsible for follow-up with the child's guardian.
- The Directors are responsible for contacting the Department of Elementary and Secondary Education (DESE) and/or the Dept. of Early Education and Care (EEC) when necessary according to policy.

POLICY ON MEDICATIONS TO BE GIVEN AT SCHOOL:

The school nurse is responsible for the administration of all medication.

The medication permission form/Doctor's Order must be completed by physician and be on file at the school before any medication, including acetaminophen (Tylenol) and ibuprofen (Advil, Motrin) is administered.

- Whenever possible medication administration should be scheduled at times other than during school hours
- All medication must be delivered by the parent/guardian or designated adult.
- Only a thirty (30) day supply of medication will be accepted at any time.
- All medication must be delivered in a pharmacy or manufacturer labeled container.
- The pharmacy labeled container can be used in lieu of a physician's order **only** in the case of short-term medications, i.e. those medications to be given for ten (10) school days or less.
- **Medication orders must be renewed at the beginning of each school year and /or when a medication is changed or discontinued.**

ADDITIONAL INFORMATION:

INTAKE PROCEDURES FOR STUDENT ENROLLMENT:

- All students must be referred by one of the following agencies-Local School District, DCF, DMH. Referral Packet must be submitted.
- Guardian and student will visit the program
- **Registration Packet** includes: Personal Data Sheet, Student/Parent Handbook, Anti-Bullying Policy, Permission Sheets, Medication Form, Immunization Form, recent Physical and Dental visit, Emergency Contact Form.

DISCHARGE PROCEDURES:

It is the intention of the Italian Home for Children to transition students to the least restrictive program at the earliest possible time. Prior to termination of any services; Residential or Day, all staff, the family, student and ALL collaterals outside the program are invited to participate in planning for future services.

A discharge planning conference with ALL parties involved with the child will be held no later than one month prior to the expected date of termination. A discharge summary will be prepared identifying after care plans, school plans, and specific recommendations for supportive services for the child and family. With mutual agreement between the Italian Home and the placing public school district, termination of enrollment may be delayed for longer than 2 calendar weeks if deemed necessary.

In case of an *emergency/unplanned* termination, all efforts will be made to insure appropriate contacts are made to obtain services for the child. In the case of emergency terminations, the Italian Home will notify all agencies and persons appropriate and provide all documentation pursuant to 603 CMR Sec. 28.09 (12) and immediately notify the Department of Elementary and Secondary Education.

SCHOOL HOURS:

The Pallotta Educational Center is open Monday through Friday from 8:00AM to 5:00PM. An answering machine is on 24 hours to take any calls before or after these times. Emergency calls after 5:00PM can be placed through our residential program at (617) 524-3116.

SCHOOL DAY:

The academic portion of the school day for students begins at 9AM and ends at 3:30PM. Monday through Thursday students participate in an **ENRICHMENT PROGRAM** that

is from 3:30-4:15PM. On Fridays the school day is from 9:00AM-NOON. **ALL students are dismissed at NOON on Fridays.**

Day students arrive at 8:45AM and enter the building through the Community Room. Teachers are in the Community Room by 8:40AM to greet day students. From 8:45-9:00AM day students have breakfast and transition to classrooms by 9:00AM. Residential students transition from dorms to classrooms by 9:00AM.

ENRICHMENT PROGRAM:

The Enrichment Program occurs Monday through Thursday from 3:30-4:15PM during the school year. This program provides a positive environment where the students participate in a variety of group activities. The activities are designed to teach group skills as well as help in building a positive self-image. Some examples of activities provided are cooking, sports, dance, arts and crafts, nature walks and structured games. The Enrichment Program also includes clinically oriented treatment groups. Treatment groups are lead jointly by members of the Clinical and Education Departments.

FIELD TRIPS:

Field trips are considered to be an important and effective tool in regards to the education of children. Any off grounds excursion is considered to be a learning experience. The assumption is made therefore, that every child will go on any and all field trips with parental permission unless otherwise decided by the school team (i.e. school coordinator, classroom teacher, and one other significant party). It is our hope that a fair decision can be reached by consensus. Decisions will be made case by case. If the decision is made that a student should stay back from a field trip, it is the responsibility of the classroom teacher to have a back-up plan for the particular child. It is the responsibility of the classroom team to arrange for permission slips, lunches, medications and transportation.

SUMMER SCHOOL:

The Pallotta Educational Center is a 220 day program that provides an eight week summer school session for all students assigned to the school program.

SUMMER HOURS are: Monday through Thursday 9AM-3:00PM and Fridays 9AM-NOON. The focus of the summer school session is to provide consistency and structure; and, to provide carry-over so that skills learned are not lost over the summer. The curriculum is developed on a thematic approach and provides for reading, math, science, social studies, art and library time. Recreational and socialization activities include swimming, hiking, softball, soccer, basketball, crafts and outside field trips.

REPORT CARDS:

Report cards are distributed to Pallotta Educational Center students two times per year (January and June). The purpose of the report card is to replicate the public school experience, desensitize the students to the anxiety often associated with report cards, and to positively reinforce students for their efforts. Teachers base the grades primarily on students' efforts and behavior in school. Parent/teacher conferences can be scheduled within two weeks of report card day.

PROGRESS REPORTS AND IEP MEETINGS:

Progress Reports including clinical progress updates are completed two times per year in accordance with the student's Individual Education Plan dates. Progress reports and clinical updates are sent to parents/guardians and referring districts. Progress reports describe a student's progress towards achieving the goals identified in the Individual Education Plan. Progress reports are completed with input from the classroom team and clinician. Parent/teacher conferences can be scheduled within two weeks of the progress report date.

The IEP review is conducted via annual **TEAM** meetings. The Italian Home staff, in addition to all collaterals (LEA, DCF, DMH, ESP etc.) and parents/guardians are invited to be a part of the IEP review process. The Pallotta Educational Center works with the district (LEA) in completion of 3 year eligibility reevaluations. The school works with the team to determine necessary assessments.

ATTENDANCE:

Daily attendance is taken and turned in to the School Secretary by 9:30AM. If a child is absent the parent/guardian must call or email the school to report the absence.

FIRE/EVACUATION DRILL:

While we hope that there will be no fire in our school, all drills must be taken seriously.

1. Students and staff are expected to know the proper exit from any place in the building.
2. Be familiar with the floor plan posted in each room.
3. Walk in a quiet and orderly manner.
4. No talking during a fire drill. Follow adults' directions.

Emergency Drill

The Italian Home for Children will conduct Emergency Drills quarterly to assure that all staff and students are trained under varied conditions.

SEARCH AND DRUG POLICY:

Any student who is found on school premises in possession of a dangerous weapon, including but not limited to a gun or a knife; or a controlled substance including but not limited to marijuana, cocaine and heroin will:

1. Be removed from the group to School Coordinator's Office;
2. Serve a one to three day suspension;
3. Case Manager and Principal to be notified;
4. Parent/Guardian to be notified;
5. DCF when deemed appropriate will be notified;
6. Juvenile Officer/Community Liaison may be notified to meet with child, family and school.

SMOKING:

The Education Reform Bill states, *"That all schools shall prohibit the use of any tobacco products within the school buildings, the school facilities or on school buses by any individual, including school personnel."* Smoking Rooms, etc. are not permitted, and the prohibition is intended to apply to any activity held on school property.

INCLEMENT WEATHER:

The Italian Home for Children follows the Boston Public Schools inclement weather protocol. When Boston Public is closed for students so is the Pallotta Educational Center Day School Program.

ELECTRONICS AND CELL PHONE USE:

Outside electronics and cell phones are not allowed. If electronics are used for cab rides we expect them to be put away and turned in upon arrival at school. When the phones and/or other electronics come into school they will be turned off, collected, locked in a safe place each day; and, returned at the end of the day. If there is a need for you to contact your child you can call our school number at 617-522-2221. If a student is power-struggling and not willing to turn in their device to us then the parent/guardian may be called to come to pick up the device and/or student. We want to avoid this at all costs so your cooperation in helping your child to understand this rule is appreciated.

GRIEVANCE POLICY:

The Italian Home for Children is committed to providing the highest quality supports and services to meet the needs of the people it serves. When complaints arise, the agency will take action to determine the circumstances surrounding the complaint and identify actions needed to rectify the matter, as appropriate.

Types of **complaints** may include, but are not limited to: environmental of care/ physical plant issues; privacy issues; reimbursement or salary issues; missing property/funds; allegations of abuse, neglect, mistreatment, or exploitation; quality of care issues; medical issues; billing concerns; communication concerns; discrimination concerns; or policy/practice concerns.

A **grievance**, or formal complaint, is one that was not able to be resolved with by the staff person receiving the initial complaint and therefore needed to be escalated to a supervisory staff member.

Complaints may be made by a person served, his or her legal guardian or caretaker, a staff member, referral source, or member of the community and may be communicated verbally or in writing to any staff member of the Italian Home for Children. **Any staff member who receives a complaint must notify the Compliance Team at compliance@italianhome.org.**

Grievances shall be directed to the proper supervisory staff member, as indicated by the nature of the concern raised. The supervisory staff member has a maximum of ten (10) business days of receipt of the complaint to hold a meeting with the complainant to discuss the concerns and possible solutions.

If the proposed resolution does not meet with the satisfaction of the complainant, the complainant will request either verbally or in writing to meet with the next level of management. The above-outlined procedure will then be followed.

The supervisory staff member who resolved the complaint with the complainant shall provide the complainant with a written response within five (5) business days of the meeting. The written response shall include, as appropriate:

- The date of the response
- Name of the person making the complaint
- Names of other parties involved in the complaint, and a description of their involvement (including prior attempts at resolution)
- Description of the complaint
- Outcome of the discussion with complainant
- Disposition or findings of the complaint

- Description of the actions that have been taken or will be taken to resolve the complaint, including time frames for completion and person(s) responsible
- Action plan related to the complaint
- Recommendation

All complaints and grievances will be reported to the **Compliance Team** and either the Chief Operating Officer or the Vice President of Talent and Operations, or both, depending on the nature of the complaint. Notification can be made via email and should include a copy of the written response. The agency's Human Rights Officer shall be notified of any complaint related to a violation of the rights of persons served.

The respective licensing entity for the program addressing the complaint will also be notified as will the Director of Operations, Human Rights Officer, or Chief Operating Officer if the nature of the complaint is sufficiently serious or complicated as to require investigation by the Office of Investigations or Director of Licensing (including but not limited to allegations of abuse, neglect, mistreatment, serious injury resulting from restraint, death of a person served, or suicide attempt).

The Director of Operations shall complete a written analysis of the complaint data to identify any trends and corrective action steps needed to address such trends. The trend analysis will be reviewed with the Executive Team and distributed to the programs as applicable.

The Director of Operations shall be responsible for revisions to policies and procedures that may result from a complaint investigation.

Rights and Responsibilities of Complainant

1. The right to be treated with dignity, respect, and courtesy throughout the complaint process
2. The right to privacy throughout the complaint process
3. The right to have their complaint investigated and resolved in a fair, objective, and expedient manner
4. The right to be free from retaliation, harassment, or barriers to services as a result of filing a complaint
5. The right to file a complaint with an external agency
6. The responsibility to inform the Italian Home for Children about complaints or concerns as soon as possible, but not later than thirty (30) days after they arise
7. The responsibility to work collaboratively with the Italian Home for Children to resolve the complaint

8. The responsibility to disclose relevant information and communicate to the best of their abilities
9. The responsibility to show respect and courtesy to other persons served and employees of the Italian Home for Children

Non-Retaliation Statement

No hardship, harassment, loss of benefit, barrier to service, or penalty may be imposed on any person served, his/her legal guardian or caretaker, employee, or other stakeholder as punishment for:

- Filing a complaint
- Responding to a complaint
- Appearing as a witness or otherwise cooperating with or participating in the investigation of a complaint
- Serving as investigator of a complaint

Retaliation or attempted retaliation is unlawful, is a violation of Italian Home for Children policy, and will not be tolerated. Any persons engaging in retaliatory behavior will be subject to disciplinary action, up to and including termination of employment.

