



PARENT-STUDENT HANDBOOK

2022-2023

*Anderson School @ Partners in Child Development
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August 2022

Dear Parents/Guardians and Students,

We are pleased to welcome you to the 2022-2023 school year at Anderson School. Our staff members are excited about beginning this upcoming year and working closely with you to provide your child with a positive learning experience supported by experienced and caring staff. We have a new calendar beginning July 11th, that changes the start and end time of the day, as well as adding an early release day once a month.

We know that sharing information for effective communication will be an important component of this partnership. Our attached Parent/ Student Handbook has been revised and is intended to provide you with a starting point for locating the information you will need to participate in this conversation. Within the handbook, you will find an overview of programs and services, an explanation of school policies/procedures along with contact information. Please review this information and review it with your child, if appropriate. Some of the information might seem inappropriate for our student population but it is necessary per Department of Elementary and Secondary Education (DESE) regulations.

The signed signature page should be returned with other annual permission forms prior to the start of school. Please note that the full policy manual is available on our website www.mypcd.org and a hardcopy in the school. You will be notified of any updates or changes.

We thank you for your support, collaboration, and feedback. Keep in mind that one of the most important factors in your child's success and growth is our work together. We look forward to a successful year.

Sincerely,

Deanne Cefalo, M.Ed., B.C.B.A.

Program Director

MISSION, VISION, PURPOSE AND PHILOSOPHY

ANDERSON SCHOOL MISSION & VISION

The Anderson School classes create an inclusive community, which fosters skill development across all domains. We meet the unique needs of students with cognitive, learning, communication, and physical disabilities, who may also require medical complex care, by providing an array of integrated services. We value partnerships among students and families, staff, and districts. We are committed to providing each of our students with the support and services necessary to realize their highest potential. The mission of Partners for Child Development is "Nurturing the growth and potential of EVERY child."

We will achieve these outcomes through:

- *Partnering with parents/guardians to identify their priorities,*
- *Collaborative assessment and measurement of student progress,*
- *Collaborative implementation of student goals and objectives,*
- *Active engagement of students throughout their school day, and*
- *Ongoing maintenance and development of quality programming.*

PURPOSE AND PHILOSOPHY

We are committed to the following principles in carrying out our Mission with each student in our program:

1. To provide the appropriate tools, instruction and learning atmosphere to enable each student to succeed in learning to his or her fullest extent.
2. To provide opportunities for students to develop the full range of skills necessary to function as independently as possible: communication skills, social skills, academic skills, physical and daily living skills, and personal responsibility and community participation skills.
3. To provide each student with individualized, attainable, and meaningful tasks and activities to choose from.
4. To provide opportunities and services to support students and families in the experience of living with a disability within their community.
5. To actively engage parents as partners in the education of their children.

ANDERSON SCHOOL COMMUNITY CODE OF RESPECT

At the Anderson School, we strive to create and maintain a respectful and professional learning environment. Both parents and staff members should expect to be treated in a respectful and professional manner in any interaction.

The Anderson School values diversity and community and is committed to a culture that fosters free and open communication. We believe that a professional environment of mutual respect and civil conduct between and among students, staff, parents, and school districts is critical to the achievement of students and staff.

The Anderson School is committed to maintaining a culture that recognizes the worth and dignity of everyone in our community. Our common purpose is the growth and development of our students.

Principles

This Code of Respect was created to help us adopt the following guiding principles into our culture and

community:

- Each member of our community deserves and has the right to be treated with respect.
- We are all teachers, models, and mentors for our students, teaching them by example how to solve problems, compromise, and deal with conflict productively and positively.
- We share the responsibility to work together to create an environment that fosters acceptance of the unique qualities and abilities of all community members so that we can learn from and teach each other.
- We seek to encourage the best from one another and build bridges instead of walls.
- We believe that honest and open communication is essential for the success of our students. This can only happen in an environment where it is safe to share ideas and perspectives.

Standards

In following the Code of Respect, community members are expected to maintain the following standards of behavior:

- Courtesy in actions, language, and demeanor
- Moderate tone and volume of voice
- Active and respectful listening
- Respectful acknowledgement of cultural differences
- Respect for the personal, civil and property rights of others
- Appropriate and courteous communication, including telephone calls, notes, letters, email, and text messages
- Taking care to direct communication to appropriate or relevant individuals
- Choosing the appropriate time and location to address a concern
- Willingness to continue to engage in conversation to resolve issues

Our Commitment

Anderson School community makes a commitment to:

- Believe in the best intentions of all students, staff, and parents
- Give the benefit of the doubt
- Be welcoming and inclusive
- Be open to compromise in our interactions
- Respect boundaries
- Be open-minded
- Refrain from making assumptions or jumping to conclusions
- Avoid generalizations, exaggerations or placing blame

THE PROGRAM

Anderson School provides intensive services for students 3-12 years of age who have multiple disabilities and/or need medical complex care. It follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences for preschool age students and the Massachusetts Curriculum Frameworks and Common Core Standards for elementary aged students. The students actively engage in daily routines, activities and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel and nursing services. Therapies are also integrated into the classroom with the emphasis on teaming with classroom staff to meet each student's IEP (Individualized Educational Program) objectives. Comprehensive therapy services, including physical therapy, occupational therapy, speech and language therapy, vision services, and orientation and mobility services, are provided within the classroom to assure comprehensive integration and carryover of learning objectives.

CURRICULUM

The staff uses the Massachusetts Curriculum Frameworks and a variety of assessments to develop an educational program specific to each student's needs. Targeted areas include training in cognitive, communication, motor, social, leisure, vocational, employment, and independent living skills. Individual and small group opportunities are available. A total communication approach is used to facilitate language development in the context of direct teaching and the natural environment. This includes use of spoken language, vocalization, objects, pictures, sign language, gestures, and aided forms of communication. We offer a variety of accommodations as necessary to maximize each student's progress, including active learning spaces, sensory motor integration opportunities, visual enhancements, environmental control and computer access, and adapted literacy opportunities.

Additional Services & Quality Components of the Anderson School

We offer a highly structured program with a high staff to student ratio and consistent daily schedule. Therapies are delivered individually and/or small groups, as determined by the Team, within the classroom setting and/or ancillary settings, as well as integrated throughout the day. Some of our services include the following:

- ❖ Speech and Language Therapy
- ❖ Occupational Therapy
- ❖ Physical Therapy
- ❖ Vision Services (contracted)
- ❖ Deaf/Blind Services (contracted)
- ❖ Orientation & Mobility (contracted)
- ❖ Music Therapy
- ❖ Orthotic/Wheelchair Clinics

STAFFING, PROFESSIONAL DEVELOPMENT AND TRAINING

The staff includes certified special education teachers, trained teaching assistants, registered nurses, licensed speech & language, occupational and physical therapists. We contract with the teacher of the visually impaired, teacher of deaf/blind, orientation and mobility specialist as needed per the student's IEP.

Staff are provided with training in several areas on a regular basis both at orientation sessions prior to the opening of school and throughout the school year. Some of the various, mandated training sessions include emergency evacuation procedures, safe lifting and transferring of students, feeding safety, reporting abuse and neglect, CPR, behavior management, ethics, and civil rights. In addition to these regularly scheduled training sessions, staff are provided with a variety of sessions dealing with academic, behavioral, and medical issues pertinent to the population with whom they work.

SCHEDULE

The Anderson School follows an 11- month school year calendar. A new calendar/schedule is being introduced this year. Students attend Monday -Friday from 8:30-2:00 each day. There is an early release day scheduled monthly (always a Wednesday) and dismissal is at 11:30.

COMMUNICATION

PAPERWORK AND WHY WE NEED IT EACH YEAR

To provide safe and appropriate services at school, members of the Anderson School staff require having the most accurate and up-to-date information about each student. Prior to each school year, parents/guardians need to complete annual information and consent forms. In case of emergency, we depend on the information in the file to know the best way to reach you and how best to care for your child. During the school year it is important that you notify the school as soon as possible of any

changes to phone numbers, addresses, emergency contact names or phone numbers, etc.

HOW TO REACH US

Staff are on duty each weekday from 8:00 a.m. to 3:00 p.m. at the main desk to answer general questions, to take messages or to direct your call to the appropriate staff member. After school hours, messages for staff members who have extensions can be left on those extensions. **The main telephone number is (978)-475-3806.** You can also email any of the staff members or use Brightwheel for the teacher and/or nurse. All Anderson School staff email addresses are composed of the first initial and last name of the staff member followed by @thepccd.org. For example, dcefalo@thepccd.org is the email address of Deanne Cefalo. **Faxes may be sent at any time to the following number 1-978-475-6288.**

ABSENCES, LATE ARRIVALS, AND EARLY DISMISSALS

Please contact the teacher if your child will be absent, late, and/or dismissed from school. Your child will only be released to the people listed on the emergency contact forms.

Please remember that if your child is transported by a transportation company, the company must also be informed of any changes in the transportation plan for any given day, whether that means that the bus will not be transporting your child at all that day or that you will need transportation for your child in only the morning or the afternoon.

LONG-TERM ABSENCES

Please inform us as soon as possible if it will be necessary for your child to be absent for a longer period, for example, a hospitalization or vacation. When your child is ready to return to school from a hospitalization you will need written documentation from the doctor that your child is able to return to school. Please have him/her include any changes/restrictions to your child's programming. The form may be faxed to the classroom nurse or Nurse Leader prior to returning.

INCLEMENT WEATHER/SCHOOL CANCELLATIONS

- School delays or closings due to inclement weather follow the Andover Public School District.
- If the city or town in which you live have cancelled school and the **Anderson School (Andover) has not**, parents/guardians are responsible for transportation on that day **if they so choose**.
- Announcements can be heard on the radio station WBZ AM1230. They can also be viewed on the following television stations: WBZ Channel 4, WCVB Channel 5 and WHDH Channel 7.
- Websites often offer the most up-to-date information.
 - Some sites include:
 - www.thebostonchannel.com/closings
 - boston.cbslocal.com/closings/
 - www4.whdh.com/stormforce
 - TIP: Many websites also allow you to sign up for a text message if your school district cancels school.

HOME-SCHOOL COMMUNICATION

PARENT/GUARDIAN PARTICIPATION

Parents/Guardians are valuable members of our team at the Anderson School. You can expect regular communication with your child's teacher, therapists, and other staff members. Some means of

communication with parents/guardians may include daily notes through Brightwheel, email messages, phone calls, written progress reports, parent meetings, and annual Team meetings. We encourage parents/guardians to contact us with any pertinent information regarding their child. This may include medication changes, changes in family dynamics or other school/home issues. Parents/guardians are also encouraged to be in contact with their child's team to receive updates, address concerns or simply discuss their progress. We believe ongoing communication is vital to the success of our students.

At the beginning of each school year, parents/guardians and teachers are encouraged to have a conversation to explore communication needs and preferences and to decide on a format for communication that works well for both. All medical issues, including medication changes or treatment, must be communicated directly to the nursing staff.

Parent/guardian engagement in the Anderson School is a high priority. The program makes every effort to provide on-going varied opportunities for parent/guardian involvement in all aspects of the program, including education, health, equipment, and safety matters relating to students, social and educational programs and supports for families, and opportunities for advocacy.

The Program Director coordinates parent/guardian activities within the school. A licensed social worker provides support/resources for families on a 1:1 or group basis and as needed. In addition, our development and marketing department offers activities throughout the year such as fundraisers and appreciation programs. Our Director of Regional Consultation Program provides ongoing professional development and resources that are communicated to our families via the Program Director.

The Program Director reaches out to parents/guardians annually to recruit volunteers to participate in the Parent Advisory Group (PAG). The Program Director is responsible for making the schedule for the school year and holding the meetings with a variety of topics that address the health, safety, and education of the students.

EMAIL

All staff members have access to email at work, and those parents who also have access to email should feel free to use this method to communicate with teachers and therapists. All Anderson School staff email addresses are composed of the first initial and last name of the staff member followed by @mypcd.org. For example, dcefalo@mypcd.org is the email address of Deanne Cefalo. Under most circumstances you should expect to receive a response to your email within 24 hours. If several days go by without a response, please follow up with a telephone message, as occasionally emails do not reach their intended recipients. **It is important for staff and parents to remember that there is no expectation of privacy in the PCCD email system. Any email that is sent or received in our system can be retrieved through the email server and viewed by our technology support staff and/or administration.** In addition, please be aware that all emails regarding a student become part of the student's record.

SCHOOL/CLASSROOM VISITS

We welcome visits from parents/guardians. However, we know that maintaining "time on learning" is crucial to the achievement of our students.

In order, to maximize time on learning for our students, we all must work to control and limit the number of distractions and interruptions that occur within the school and classrooms as much as possible. Although parents/guardians are always welcome to come into the school and to observe their child in his/her classroom or therapy time, we know that presence of any parent in the educational and therapy areas of the school can serve as a potent distraction for any student.

Consequently, we ask that parents/guardians follow these guidelines for coming and going within the school:

1. If you would like to observe your child in the classroom or in one of the therapies, please contact the teacher or therapist in advance to set up the best time for the visit that allows for the program administrator or designee to accompany the parent/guardian or visitor. Observations should last no more than an hour.
2. It is difficult for teachers to speak during class times while students are present, so we ask that you set up a separate appointment time to discuss issues or share information. You can contact the teacher by note, email or voicemail to set up a time.
3. There may also be times when an outside professional may need to observe a student in a classroom or therapy area. Only professionals with a specific need to observe or evaluate a student will be allowed to observe in classroom settings, and only with parent/guardian notification and/or consent. School districts may also send their professionals to perform evaluations of their students with the consent of the parent/guardian.
4. Professionals should arrange visits through the Program Director and will only be allowed when the school district or parents/guardians of the child being observed have made a specific request. Observations should generally be limited to one hour. If more time is needed, it will be determined on an individual case.

SUPPLIES

Parents/guardians must provide snacks, lunch, and beverages for their child at school.

Parents/guardians must also supply personal hygiene items such items as diapers, wipes, cremes and ointments, toothbrushes, etc. and change of clothes. Please label all clothing. Teachers may ask for other supplies that are pertinent to your child's classroom.

ELECTRONIC DEVICES

- Students may be allowed to use personal electronic devices during bus rides and break times.
- **Parents/guardians who choose to send these devices to school do so at their own risk.** Many of these devices are quite expensive. The Anderson School takes NO RESPONSIBILITY for lost, stolen, damaged, broken, or other problems that occur with electronic devices.
- If any of these items are used for instructional purposes (i.e., iPad, laptop, other speech generating devices (AAC device), the parent/guardian should make sure they have a warranty and/or insurance in case of accidental damage to the item at school or during transport.

TRANSPORTATION/ARRIVAL AND DEPARTURE PROCEDURES

For most students, a transportation company hired through the special education department of the city or town where the student resides provides transportation to the Anderson School. Other students are transported to and from school by their parents/guardians. Questions about individual transportation schedules and routes should be directed to the transportation coordinator or special education liaison from your school district.

If there is any change in your child's transportation plan on a given day (i.e., if your child will be out sick or if you will be dropping off or picking up your child when he/she usually rides the bus) please notify your bus driver/transportation company **and** your child's teacher. If your child will be out of school for an extended period, please remember to contact your transportation company in advance of the time you would like your child's transportation to resume.

- Staff from your child's classroom will assist with transportation at arrival and dismissal times and are focused on the safety of the students.
- Parents/guardians driving their children to school in the morning are asked to follow the traffic flow.

- Once students are on the bus/van they cannot be returned back to the school for any reason, medical or behavioral. There may not be adequate supervision at that time.

GRADING AND REPORTING

Progress is reported three times annually (December, March & June). The progress is reported on all your child's IEP goals and objectives. Data collection is taken on a regular basis and an IEP is developed annually. A re-evaluation is completed every three years. The Anderson School does not prepare report cards annually with letter grades for our students.

MCAS

The following information can be found on the Massachusetts Department of Elementary and Secondary Education website: "The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

As required by the Education Reform Act, students must pass the grade 10 assessments in English Language Arts (ELA) and Mathematics as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements)."

Testing begins in 3rd grade and most students at the Anderson School participate in the MCAS Alternate Assessment, which is a portfolio that is submitted to the Department Elementary Secondary Education (DESE) instead of taking the written assessment with accommodations determined at the IEP meeting each year.

COMPLAINTS/GRIEVANCES

The Anderson School at Partners in Child Development is committed to the prompt and equitable resolution of all concerns, complaints or grievances by parents/guardians, and students. This includes all allegations of discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Parents/guardians and/or students who have a complaint/grievance can seek to resolve their complaint or grievance through an informal and/or formal process. The LEA will be kept informed during informal and formal processes.

Informal Resolution

In the event a parent/guardian or student has a complaint about an aspect of the program, the first step is to discuss the issue with the teacher or therapist. If a resolution is not reached, then you would bring it to the Program Director. The Program Director will make every attempt to resolve the issue promptly and fairly to the satisfaction of the person making the complaint, within 10 working days of the date the complaint was made. If not satisfied, the person making the complaint may choose to proceed in seeking formal resolution.

Deanne Cefalo, Program Director
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Andover, MA 01810
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dcefalo@mypcd.org

Formal Resolution & Appeals Process

A parent/guardian and/or student may seek formal resolution of complaints/grievances, (whether they have sought informal resolution), by submitting their concern in writing to the Executive Director. The written complaint should be as specific as possible. The Executive Director will complete an investigation as appropriate regarding the complaint/grievance within 10 school days of the date the complaint was made. The findings of the investigation will be documented in writing within five school days and will include a determination of any action that is warranted.

Christian Hunt, Executive Director
32 Osgood Street
Andover, MA 01810
978 475-3806 ext. 204
chunt@mypcd.org

SCHOOL SAFETY PROCEDURES

EMERGENCY/EVACUATION DRILLS

Fire drills are routinely held as a safety measure and to keep everyone alert to proper procedures. Fire drills are to be taken seriously. When the alarm is sounded, students and staff will exit according to fire drill procedures posted in each room of the school. Teachers will take attendance once all students have exited the building to ensure all students are accounted for. Returning to the building will commence upon notification by the Fire Chief or designee for the school. (The full manual is available in the Anderson School)

VISITORS TO THE BUILDING

All visitors, including parents/guardians, must report to the main office upon arrival in the building. Every visitor must sign in. Staff will call the person with whom you are meeting, and the person will come to greet you at the office. Parents are not to go directly to their child's classroom without checking in at the office.

SCHOOL DISCIPLINE POLICIES

BULLYING and CYBER BULLING POLICY (See Anderson School Policy manual for complete policy) The Anderson School is invested in providing an educational environment that is safe from harassment and bullying policy prohibits bullying as defined by M.G.L. c.71, 370. Acts of bullying, cyber bullying, and retaliation are prohibited:

- On school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or using technology or an electronic device owned, leased, or used by a school district or school and,
- At a location, activity, function, or program that is not school-related, or using technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Bullying is defined by Massachusetts's law to include the following:

The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property.
- Places the target in reasonable fear of harm to himself or of damage to his property.
- Creates a hostile environment at school for the target.
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying using technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

- Hostile environment, as defined in M.G. L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
- Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.
- All forms of harassment in cyberspace, often referred to as Cyberbullying, are unacceptable. As defined by Massachusetts law, 'Cyberbullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or Facsimile communications.
- Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions described above that falls under the definition of bullying the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions described above that falls under the definition of bullying.
- Cyberbullying includes online actions to harass, tease, intimate or terrorize another person via inappropriate or hurtful use of technology, including text messages, digital pictures or images and web site posting. All reports of cyberbullying will be investigated fully.

If we become aware that any type of bullying or cyberbullying has taken place, whether in school or out of school, between or amongst any Anderson School students, we will take appropriate and necessary action which can include, but is not limited to, disciplinary action, police notification, parent/guardian meetings and expulsion.

POLICY OF NON-DISCRIMINATION (Title IX)

The Anderson School admits and does not discriminate of students any race, color, gender, gender identity or expression, sexual orientation, religion, limited English proficiency, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school and in the administration of its educational policies.

HARASSMENT POLICY

The Anderson School will not tolerate any behavior (speech or action) which results in the harassment or discrimination of any student/staff based upon gender, race, color, national origin, religion, age, sexual orientation, disability, style of dress, speech, emotional issues, or physical characteristics as in size, weight, shape, smell or personal expression.

All students and staff at the Anderson School are always expected to conduct themselves respectfully to provide an environment free of discrimination and harassment.

REPORTING AND INVESTIGATION OF DISCRIMINATION AND HARASSMENT (See Anderson School Policy manual for complete policy)

Any student who believes that he/she has been subjected to or that some other person has been subjected to any conduct prohibited by this policy, should, as soon as possible, report the conduct to the teacher, nurse, or Program Director.

SUSPENSION (See Anderson School Policy manual for complete policy)

Suspension is never used given our current population of students.

IX. Special Education Discipline—1415(k)(1)(B)/300.530-537

TERMINATION OF ENROLLMENT

The Anderson School reserves the right to terminate a student's enrollment in accordance with the procedures set forth in 603 CMR18.00 and 603 CMR 28.09.

PHYSICAL INTERVENTION & RESTRAINT POLICY (See Anderson School Policy manual for complete policy)

Currently, given our student population, the staff at the Anderson School does not implement physical intervention and/or restraint. Regardless, staff is trained in the use of physical restraint. Physical intervention is used as a last resort and only in the event that a student behaves in a manner that may be harmful to him or herself or others and is not responsive to less restrictive interventions.

Parents must be verbally notified within 24 hours and receive a written report within three days of any incident of physical intervention. Any restraint that results in an injury must also be reported to DESE and the LEA.

SUSPECTED CHILD ABUSE AND NEGLECT

If it is suspected that a student has been a victim of child abuse or neglect, the staff will make the determination if immediate medical attention is needed. All staff members at the Anderson School are mandated law must report reporters and all suspected cases of abuse or neglect reported to the Department of Child and Family Services. Staff members are expected to report any suspected abuse or neglect immediately to the Program Director of the Anderson School.

STUDENT RECORDS & CONFIDENTIALITY

Anderson School does not issue the names, addresses and personal information about students to any outside agencies without the prior written consent of the student (at age 18) or parents/guardians in accordance with Massachusetts Law 603 CMR 230.07 (4).

HEALTH & WELLNESS POLICIES

The Anderson School employs registered nurses for each classroom each day. We also have a Nurse Leader in our program and the Healthcare Coordinator overseeing the agency in our building.

MEDICATIONS

- We are obligated to adhere to the policy of the Massachusetts Department of Elementary and Secondary Education, and Department of Public Health, which states that no prescription medication is to be administered unless accompanied by written authorization from the student's physician and parents/guardians. These forms are available from the school nurse and sent out each year in the school information packet.
- Information required must include the name of the medication, dosage, and time to be administered. Medications administered at school must be in a prescription bottle (you can request a duplicate or extra bottle for school from the pharmacy) or, if not a prescription medication, in the original container. No medications will be accepted in plastic bags or plastic containers.
- Non-prescription medications need to be accompanied by written authorization from the student's physician and parent/guardian and given to the school nurse. The medication must be in the original container.
- Over-the-counter medications must be brought to the school by a parent/guardian and given to the school nurse. **Please do not send medication to school with your child or bus driver.** The medication will be counted (when necessary) and locked in the medication cabinet.
- A student, regardless of age or prescription, should never be in possession of medication while at school.
- It is critical that the nurse and appropriate staff be informed about ALL medications that our students are taking, not just the ones given at school. Please be sure to call the nurse with ANY and ALL changes in medications.

ALLERGIES AND EPIPENS

If your child has a known allergy, please identify this allergy to the nurse/staff prior to admission so that safety measures can be communicated to all staff. If your child's physician prescribes an EpiPen, please provide one to the school nurse for use in case of an allergic reaction. All staff is trained to administer EpiPens. Your child's teacher will notify you if his/her classroom is an allergy aware class.

SPECIALIZED SKILLED NURSING CARE

Students requiring specific specialized health care treatments, procedures or interventions during the school day require a signed doctor's order.

Specialized care requiring signed medical orders include: enteral feeds: G-tube feeds, J-tube feeds, G-J feeds, hydration via a G-tube, G-J tube or J-tube; Chest physiotherapy (CPT), suctioning, tracheal care, continuous pulse oximetry, diabetes care, bladder catheterization, Vagal nerve stimulator (VNS) orders, specialized diets (i.e., ketogenic).

Orders for tube feeds and other treatments as noted above need to be completed yearly or whenever any change in orders occurs.

ILLNESS/ COMMUNICABLE DISEASE/CONTAGIOUS ILLNESS/ EXCLUSION CRITERIA





ILLNESS POLICY

September 28, 2021

When a child is ill, a determination must be made about whether the child should attend (or be sent home from) school, childcare, group, or home visit. Parents, caregivers, and staff should determine if the child's illness meets the following key criteria for exclusion:

- Prevents the child from participating comfortably in activities
- Results in a need for care that is greater than staff members can provide without compromising the health and safety of other children
- Poses a risk of spread of harmful disease to others (see list below of excludable conditions)

If any of the above criteria are met, the child should be temporarily excluded, regardless of type of illness.

ILLNESS OR SYMPTOM	STAY HOME FROM SCHOOL/GROUP NO HOME VISIT 	RETURN TO SCHOOL/GROUP CONTINUE HOME VISITS 
Abdominal Pain Continues for more than 2 hours or intermittent pain associated with fever or other symptoms.	Yes	When abdominal pain, fever or other symptoms subsided.
Asthma	No , unless ✓ Wheezing and/or coughing continues one hour after rescue medication is given ✓ Fatigue or weakness	When asthma episode has subsided.
Chicken Pox (Varicella)	Yes	When lesions have dried or crusted (usually 6 days after onset of rash) and no new lesions have showed for at least 24 hours.
Cold Symptoms (mild) Runny or stuffy nose, sore throat, coughing, sneezing.	No , unless ✓ Fever ✓ Behavior changes or fatigue ✓ Difficulty breathing	When fever free for 24 hours without use of fever reducing medicine.
Conjunctivitis (pink eye) Pink or red eyes with white or yellow/green discharge that causes matting, discomfort, or redness of lid.	Yes	When treatment has been started.
Cough (including croup)	Yes , unless ✓ Negative PCR test for COVID-19 breathing ✓ Wheezing or difficulty breathing ✓ Fever	When no longer severe cough, difficulty breathing, wheezing or fever.
COVID-19	PLEASE REFER TO SEPARATE COVID-19 SCENARIO PROTOCOLS	When isolation or quarantine period completed depending on scenario.
Diarrhea Frequent (2 or more in 24 hours) loose or watery stool compared to child's normal pattern.	Yes	When diarrhea is resolved for at least 24 hours or doctor states child can return. * Exclusion is required for all diapered children whose stool is not contained in diaper and toilet trained children if causing "accidents".
Ear Infection	No , unless ✓ Fever	When fever free.
Fever (≥100.0) With illness or behavior change.	YES	When child is fever free for 24 hours, without use of fever reducing medicine.
ILLNESS OR SYMPTOM	STAY HOME FROM SCHOOL/GROUP NO HOME VISIT 	RETURN TO SCHOOL/GROUP CONTINUE HOME VISITS 
Fifth Disease	No , unless ✓ Fever ✓ Behavior change	When fever free and can participate comfortably in classroom activities.
Hand, Foot and Mouth Disease	No , unless ✓ Fever ✓ Has mouth sores and is drooling	When fever free for 24 hours, has improvement in symptoms and can participate comfortably in activities.
Impetigo	Yes	When completed 24 hours of antibiotic or until lesions/blisters have healed or crusted.
Influenza or flu-like symptoms Fever with cough, sore throat, fatigue, vomiting, diarrhea.	Yes	When child is fever free for 24 hours, has improvement of symptoms and can participate comfortably in activities.

Lice	Yes	When nit free after completion with a prescribed shampoo and combing treatment.
Rash Undiagnosed with fever or behavioral changes.	Yes	When a health care provider has determined illness is not contagious.
Respiratory Syncytial Virus (RSV)	No , unless <ul style="list-style-type: none"> ✓ Fever ✓ Wheezing or difficulty breathing ✓ Behavior changes or fatigue 	When fever free for 24 hours and improvement
Scabies	Yes	When treatment has been completed.
Strep Throat	Yes	When completed 24 hours of antibiotic.
Vaccine Preventable Diseases Measles, Mumps, Rubella, Pertussis (Whooping Cough)	Yes	<u>Measles</u> – until 4 days after onset of rash <u>Mumps</u> – until 5 days after onset of parotid gland swelling <u>Rubella</u> – until 7 days after the rash appears <u>Pertussis</u> – until 5 days of antibiotic treatment
Vomiting Two or more times in past 24 hours.	Yes	When no vomiting has occurred for 24 hours.

*Special Circumstances for Diarrhea:

- ✓ Diarrhea caused by *E.coli*, *Salmonella Typhi* or *shigella* require clearance by health department before return.
- ✓ Students with diarrhea cause by *c. difficile* do not need to be excluded unless the frequency or nature of diarrheal episodes challenges the ability of the classroom staff to maintain good sanitation.
- ✓ Diarrhea that contains blood or mucous associated with noninfectious condition may return when symptoms resolved, or medical evaluation indicates inclusion acceptable.

HOSPITALIZATION

Students who have been hospitalized require a doctor’s note to return to school. *Please note that this policy applies to even a minimum of one overnight stay in the hospital.*

IMMUNIZATION REQUIRED BY STATE LAW

Chapter 76, Section 15 amended in 1967: No student shall be admitted to school except upon presentation of a physician’s certificate that the student has been successfully immunized against Diphtheria, Pertussis, Tetanus, Measles, Mumps, Rubella, Varicella and Poliomyelitis unless they are exempt – see below:

- **Medical exemption** is allowed if a physician submits documentation that an immunization is medically contraindicated.
- **Religious exemption** is allowed if a parent/guardianship submits a written statement stating that immunizations conflict with their sincere religious beliefs.

CURRENT PHYSICAL REQUIRED BY STATE LAW

Any new student must have a recent physical on file before entering the school building. Returning students need a physical every year.

INJURIES

If a student is injured at school, the school nurse will complete an assessment of him/her. Every attempt will be made to contact the parent/guardian when a student obtains a serious injury. If the student needs to be taken to the hospital, a staff person will accompany the student to the hospital and wait with the student until the parent/guardian arrives. It is our expectation that the parent/guardian will make every effort to arrive and meet their child as soon as possible.

HYGIENE & HEALTH PRACTICES

Resources and Supplies

To ensure that the Anderson School has adequate supplies to promote frequent and effective hygiene behaviors the program must have the following materials and supplies:

- Handwashing facilities with soap, water and disposable paper towels will be readily accessible to all students and staff. Handwashing instructions are posted near every handwashing sink and where students and staff can easily see them
- Hand sanitizer with at least 60% alcohol may be utilized at times when handwashing is not available, as appropriate to the ages of students and only with written physical order to use per the Department of Public Health and Department.
 - Hand sanitizers will be stored securely and used only under supervision of staff.
 - Staff will make sure students do not put hands wet with sanitizer in their mouth and will teach students proper use.
 - While hand sanitizer may be used by children over 2 years of age with a physician's order, handwashing is the preferred and safer method.
- Hand hygiene stations are to be set up at the entrance of the premises, so that students and staff can clean their hands before they enter. If a sink with soap and water is not available, provide hand sanitizer with at least 60% alcohol and allow use in accordance with the guidance above. If hand sanitizer use is not appropriate or not approved and there is no soap and water at the entrance, students must be instructed to go to the nearest handwashing station upon entry. Keep hand sanitizer out of student's reach and supervise use.

When to Wash Hands

Students and staff will wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands (e.g., front and back, wrists, between fingers, thumbs and fingertips). Reinforce to staff and students that they must be regularly washing their hands with soap and water for at least 20 seconds and should wash hands whenever the following criteria are met:

- Upon entry into and exit from program space
- When coming into the program space from outside activities
- Before and after eating
- After sneezing, coughing or nose blowing
- After toileting and diapering
- Before handling food
- After touching or cleaning surfaces that may be contaminated
- After using any shared equipment like toys, computer keyboards, mouse, climbing walls
- After assisting students with handwashing
- Before and after administration of medication
- Before entering vehicles used for transportation of student
- After contact with facemask or cloth face covering
- Before and after changes of gloves

Respiratory Etiquette

Students, families, and staff should avoid touching their eyes, nose, and mouth. Cover coughs or sneezes with a tissue, then throw the tissue in the trash and clean hand with soap and water or hand sanitizer (if soap and water are not readily available and with a physician's order and careful supervision as appropriate to the ages of the student).

Additional Healthy Habits

Anderson school staff are encouraged to teach, model, and reinforce the following healthy habits:

- Staff must know and follow the steps needed for effective handwashing (use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly and dry with individual disposable towel).
- Build in monitored handwashing for students at all necessary times throughout the day (e.g., upon arrival, before and after meals, after toileting and diapering, after coughing or sneezing, after contact with bodily fluids). Post visual steps of appropriate handwashing to assist students or cue them for approximately 20 seconds as the length of time they need to wash their hands.
- Assist students with handwashing.
- Keep hand sanitizer out of the reach of students and monitor use closely. Due to its high alcohol content, ingesting hand sanitizer can be toxic for a child. Supervise students when they use hand sanitizer to make sure they rub their hands until completely dry, so they do not get hand sanitizer in their eyes or mouth.
- Explain to students why it is not healthy to share drinks or food.
- Teach students to use tissue to wipe their nose and to cough inside their elbow. They must wash their hands with soap and water immediately afterwards.
- Ask parents and caregivers to wash their own hands and assist in washing the hands of their children before dropping off, prior to coming for pick up, and when they get home.

DIAPER CHANGING PROCEDURE

BEFORE

- Wash hands before beginning using proper procedure.
- Do you have the following materials ready to go?
 - Enough wipes for the diaper change,
 - A clean diaper
 - A plastic bag for soiled clothes and a set of clean clothes if needed
 - Gloves
 - Gown to protect clothing
 - A dab of diaper cream on a paper towel (if used)

DURING

- Pull down a clean piece of paper lining for table.
- Remove clothing to access diaper.
- If soiled, place clothes into a plastic bag.
- Remove soiled diaper and place into plastic bag and then a lined, covered, hands- free trash container.
- Use wipes to clean child's bottom from front to back (one wipe per swipe) and throw away into trash container.
- Gloves must be discarded at this time.
- Perform hand hygiene with hand sanitizer.
- Put on clean diaper and redress the child.

AFTER

- Wash the child's hands following the proper handwashing procedure (use of hand sanitizer is also acceptable for children 2 and older).
- Remove the paper liner and dispose in a lined, covered, hands- free trash container.
- Disinfect the diapering surface by spraying it with disinfectant wipes or cleaner and wait the recommended dwell time before wiping (or allow to air dry).
- Wash your hands using proper procedure (hand sanitizer acceptable as well)

PARENT/STUDENT HANDBOOK SIGNATURE PAGE

I have read and understand all the information provided to me, including the notifications about our Behavior Support/Restraint Policy & Procedure and Bullying Prevention & Intervention Plan in the Anderson School Handbook for the 2022-2023 school year.

Student Name (please print)

Parent/Guardian Signature

Date

This page must be returned to your child's teacher.