

The School for Achievement

Student Handbook

**SCHOOL FOR ACHIEVEMENT
WRAPAROUND SERVICES OF THE HUDSON VALLEY
SCHOOL HANDBOOK**

Wraparound Services of the Hudson Valley (WSHV) is a non-profit organization that collaborates with communities throughout the Mid-Hudson Valley to empower people with disabilities to achieve their highest potential by providing innovative community, educational and residential services.

School for Achievement – Preschool

WSHV’s School for Achievement is a New York State Department of Education approved 4410 preschool program. Preschool programming is provided in special classes where student’s ages three to five years, with various developmental delays have the opportunity to learn in the classroom and are provided a variety of related services to best meet their individual needs.

We provide educational and related services to students in our special education preschool program, which is located at our Tuytenbridge location. **WSHV’s School for Achievement (SFA)** collaborates with four different counties including Columbia, Dutchess, Greene and Ulster. SFA also cooperates with several different school districts including Highland, Onteora , Kingston, New Paltz, Red Hook, Rhinebeck, Rondout, Saugerties, Wallkill and Wappingers..

The School for Achievement is dedicated to the education and development of all the students. Students at different developmental levels work and learn together in a classroom setting. Curriculum and instruction are based on the individual developmental levels of the students. We are a play-based program that provides a nurturing environment for students that focus on making learning fun, engaging and exciting. Currently **SFA** has class size approvals for 12 students with disabilities, 1 certified special education teacher, and 2 teaching aides. (12:1:2) These classes have 1:1 aides as needed in accordance with the student’s Individual Education Plan (IEP). In addition, **SFA** has class size approval for 8 students, 1 certified special education teacher, and teaching aids. This class also has 1:1 aides as needed in accordance with the student’s IEP.

School for Achievement – School-Age

WSHV’s School for Achievement is an approved New York State Department Education 853 School. We educate students in our school-age program across two locations: Tuyenbridge Road (Lake Katrine) and Webster Street (Kingston).

The School for Achievement exclusively educates students with disabilities. The majority of our students enrolled have a diagnosis of multiple disabilities. Many of our students present as medically complex and have neurologic, genetic and metabolic conditions. In addition, many of our students have communication, social-emotional, medical and physical disabilities. The

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students require a high level of support to address their wide variety of behavioral, cognitive and physical disabilities.

The School for Achievement focuses on teaching in a meaningful way to assist every student in achieving independence academically, socially, behaviorally and vocationally. **SFA** has class size approvals for 6 students with disabilities, 1 Certified Special Education Teacher and 3 teaching aides. In addition to classroom instruction and related services, our students have an opportunity to engage in specialty classes such as music and adaptive physical education.

**School for Achievement at Wraparound Services of the Hudson Valley
250 Tuytenbridge Road
Lake Katrine, N.Y. 12449**

**School for Achievement at Wraparound Services of the Hudson Valley
25 Webster Street
Kingston, N.Y. 12401**

Contact Information:

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School's Website – www.wshv.org

Mission Statement

Wraparound Services of the Hudson Valley partners with communities throughout the Mid-Hudson Valley to empower people with disabilities to achieve their highest potential by providing innovative community, educational and residential services.

Value Statement

Wraparound Services of the Hudson Valley core values are founded on:

- **Professionalism** – Integrity, Honesty, and Dependability drive a high level of quality services and consumer / staff satisfaction.
- **Dignity** – Every life that we touch is treated with respect, compassion, and caring.
- **Integration** – Everyone participating in our services has the right to full community integration in the least restrictive setting.
- **Accountability** – Accuracy, Consistency, Reliability, Fiscally Sound Practices and responsiveness to consumers, staff, the community, and to our funding sources.
- **Innovation** – We strive to empower staff to be resourceful and creative allowing our programs to continually adapt to meet the changing needs of our consumers and collaborate with community partners to offer the most comprehensive services possible.

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The School for Achievement's student handbook was designed to provide useful information and an understanding of the practices and procedures of our school. Student, family, faculty and staff cooperation with the following handbook guidelines will ensure a smooth, safe and wonderful learning experience for all. Please sign and return the form on the last page of the handbook acknowledging that you have reviewed this information. We look forward to working with your family and thank-you for your cooperation and support!

SFA Mission Statement: The mission of the **WSHVSFA** is to create a safe, nurturing, and enriching environment for our students to learn and grow; and for all staff to encourage and support each other and our learners.

SFA Student Affirmation: As a student of SFA, I promise to be a kind, respectful, and helpful community member. I will listen, learn, and make positive choices. I promise to do my very best every day.

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School Day Schedule

The start and dismissal times schedule for SFA students are as follows:

Preschool Program:

9:00 a.m. to 2:30 p.m.

School-Age Program:

9:00 a.m. to 3:00 p.m

Delay School Schedule

The start and dismissal times schedule for SFA students when operating on a **2-hour delay schedule** are as follows:

Preschool Program:

11:00 a.m. to 2:30 p.m

School-Age Program:

11:00 a.m. to 3:00 p.m

Family Pick-up and Drop-off - Tuytenbridge Campus

Families providing transportation for students should enter the WSHV Campus on Tuytenbridge Road and pull into the front parking lot. Families must walk students into the lobby located in the front of the building and must wait with the student until an WSHV member such as teacher, teaching assistant, therapist, or administrator arrives to escort the student to their assigned class.

It is our goal to encourage self-direction and independence in the school setting. Your cooperation and support of the **SFA** routine is much appreciated.

Late to School

Students are to be in their assigned classroom and ready to begin work no later than 9:00am. If a student arrives at school after 9:00a.m. an adult must accompany the student to the lobby. The adult must sign the student in. A written excuse for the lateness must accompany the student. Once signed-in, the lobby receptionist will contact the student's classroom. The adult must wait with the student until a WSHV **SFA** staff member is able to escort the student to their assigned class.

Dismissal from School

Afternoon dismissal begins at 2:30p.m. for preschool students and 3:00 p.m. for school-age students. Bus students are dismissed first. Students who are picked up by family are dismissed after the buses leave. All non-bus students are exited out the door in the front of the building.

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Early Departure from the School-day

The typical school day ends at 2:30 p.m for preschool students and 3:00 p.m for school-age students. If a student requires early dismissal due to an appointment or for emergency purposes, you must inform the classroom teacher or education administrative assistant of the pick-up time and who will be picking-up the student. Students will only be released to individuals stated on the general information sheet.

Families picking-up students before dismissal time must sign the student out at the lobby. Adults must have a driver license or a picture identification. Parents are not permitted to pick students up directly from their classroom.

Transportation Changes

SFA does not coordinate transportation. Preschool transportation is coordinated with the student's county representative. School-age transportation is coordinated by the student's home school district. All changes to transportation must be submitted to SFA's education administrative assistant **and** with the student's district or county.

Bus routes are planned by the student's home district for school-age students and by the county for preschool students.

PRESCHOOL STUDENTS ONLY: MUST SUBMIT A TRANSPORTATION FORM TO OBTAIN TRANSPORTATION.

Any questions regarding transportation should be reported to the education administrative assistant at 845-336-7235, extension 2108, as soon as they occur.

If the student will not be going to school, please notify the bus company **and The School for Achievement**. If you need to pick up your child at school, please notify the bus company that your child does not need bus service.

If someone different will be taking the student off the school bus, it is very important that you let the classroom teacher know, as well as the bus driver. Bus drivers have been instructed to release the student only to the parent(s) unless otherwise notified.

Do not rely on the bus driver or bus aide to deliver messages to the education staff.

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Release of Student from Premises

ONLY a **PARENT** or **LEGAL GUARDIAN** is permitted to take a student from the program. For all others, a **WRITTEN AUTHORIZATION** is **REQUIRED**, which must be signed by either a Parent or Legal Guardian.

POSITIVE IDENTIFICATION **MUST** be presented before a student is released from the program.

Whenever a Parent, Legal Guardian or Designated Person is taking a child from a program, the person **MUST** sign their name on the Sign-Out Sheet located at the Receptionist's Desk.

Absences from School

Attendance affects everything! Each student is required by law to be in regular attendance at school.

In accordance with New York State Law and the Missing Children's Act, parents/guardians have the right to ask for notification if their child is not in attendance. Therefore, if you want to be notified when your child is not in school, please send a written request to The **School for Achievement's** administrative offices. Be certain to include your contact method.

A written excuse explaining a student's absence must be sent to the classroom teacher on the day the student returns to school. The excuse must:

- Have the dates of the absences
- The reason for the absences
- Be signed and dated by the parent or guardian.

The following reasons are acceptable as **legal excuses** for an absence:

1. Personal illness, death in the family, school-approved education trips, religious observations, impassable roads or weather, quarantine, required court appearances, emergency doctor or dental appointments, approved cooperative work programs, or such other reasons as may be approved by the appropriate school principal.
2. Family vacations require prior approval by the school principal, and may not exceed ten days. At the discretion of the teacher, projects may be assigned during family vacations, in lieu of regularly assigned homework.

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3. Students whose parent or legal guardian has been called for military deployment, is on leave from, or is returning from a combat zone or combat support, may be excused additional days.

If the reason for the absences is not listed above or the written excuse is not sent in, the student will be marked with an “unexcused absences”. If the student is legitimately absent, please call the school at 845-336-7235 ext. 2108 before 8:45a.m. and leave a message. Telephone contact informing the school of the absences does not replace the need for a written excuse. Families must still send in a written excuse on the day the student returns to school.

Emergency Contact Information/Change in student Information

At the beginning of a school year and/or upon the enrollment of a new student the families will be provided with a General Information Form. Listed in this form is emergency contact information for the student. It is very important that the school has an avenue to contact families in the event of an emergency. It is essential that families notify the school and school district whenever there is a change of home address, home telephone number, emergency contacts information and/or any custody status of the student. An emergency can occur at any time and we need to have current contact information. If at any time, your information changes please inform the education administrative assistant at 845-336-7235 ext. 2108.

Inclement Weather - Early Dismissals, Delays or Closings

In the event of snow or inclement weather, **The School for Achievement at Wraparound Services of the Hudson Valley** will follow the Kingston City School closing and delays.

When the Kingston City School District opens late, SFA will also open late.

REMEMBER:

When you hear that **Kingston City School District** is *closed* or *delayed*, it means that **The School for Achievement at Wraparound Services of the Hudson Valley** is *closed* or *delayed*.

Visitor to the School

From time to time, families may wish to visit the school for various reasons. **SFA** values the involvement of it’s families and community. If you wish to visit a **SFA** classroom or therapy space, please be sure to contact the Classroom teacher and/or Related Service provider in advance.

Parents, guardians, district representatives and other community members are welcome to visit the building as long as they comply with all **SFA** visitor code of conduct and school policies and procedures.

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All visitors must sign-in, and indicate the purpose and time of the visit. A visitor's pass, which must be displayed at all times, will be issued. All visitors must be escorted by a **WSHV SFA** employee at all times. When the visit has concluded, the pass must be returned and the visitor must sign out. All visitors to the school must be approved by the School principal or designee.

Student Dress Code

All students are expected to be clean and well-groomed in their appearance. **SFA** members should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The following are deemed to be inappropriate, either because they interfere with the health and safety of our students and staff, or because they are not appropriate to the educational setting, or are disruptive to the educational process:

Closed-toed shoes must be worn at all times. If a student wears snow-boots/ flip-flops or a similar style of shoes, please send in sneakers for the student to change into. This allows our students to fully participate in physical education and other gross motor activities.

Animals at School

The School for Achievement is committed to providing students with emotional support and comfort through different therapeutic means including the visiting of animals. Through-out the year, **SFA** has many trained therapy animals in the school. All families will be informed of any upcoming visits and all therapy animals remain with their owner.

SFA supports the use of Animal Assisted Therapy animals in the classroom. The therapy animal remains with the owner at all times. Families will be informed of upcoming visits.

If you have any questions regarding the visiting therapy animals, please call our School Principal at 845-336-7235.

No Smoking Policy

It is the policy of Wraparound Services of the Hudson Valley that all buildings and grounds are smoke free. The smoking policy applies to all employees and visitors at all Agency facilities. For reasons of safety, public relations and applicable New York State and Federal laws, smoking and vaping is prohibited in all buildings in which an Education program is operating, as well as the outdoor area surrounding these buildings at all times regardless of whether or not school is in session. Smoking and vaping is also prohibited in any Agency vehicle.

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School Nurse

The SFA School Nurses are trained registered nurses. SFA classroom staff or related service providers will accompany a student to the nurses station if the student experiences an injury or if the student is showing signs of illness. The nurse will determine whether the child needs to rest, go home, or receive first aid care. If a nurse determines that the student is unable to participate in the program due to an injury or illness, then the family will be contacted. In this case, please make arrangements to have the student picked up from school as soon as possible.

Student Health

Students who are ill should not come to school. If a student is showing signs of illness, including but not limited to fever (over 100°F), diarrhea, vomiting, sore throat, runny nose, coughing and rashes they cannot return until their temperature and/or symptoms have been normal without the use of Tylenol or ibuprofen for 24 hours, before returning to school. Remaining at home when ill enables the student to recover quickly and lessens the spread of illness through the school community.

The classrooms are for healthy students who can participate in activities and do not pose a risk to their classmates.

When a student has been seen by the doctor and they are placed on an antibiotic, we ask that you keep the student home a full day before returning to school.

A DOCTOR'S NOTE is REQUIRED if your child is diagnosed as having a communicable disease so that other parents can be notified that their child may have been exposed. Examples of some communicable diseases that need to be reported to the school nurse and/or classroom teacher include:

Chicken Pox	Conjunctivitis (Pink Eye)	Coxsackie virus
Fifth Disease	German Measles	Head/Body Lice
Hepatitis	Influenza	Measles
Mononucleosis	Mumps	Pertussis (Whooping Cough)
Ring Worm	Scabies	Scarlet Fever
Strep Throat		Covid-19
		Respiratory Syncytial Virus (RSV)

REMEMBER: Any medical changes, questions and/or concerns must be addressed through the School Nurse at (845) 336-7235 extension 2179.

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If a student becomes ill at school

At times, a student may become ill when at school. If this occurs, it is important that the student go home, not only for their own comfort, but also to protect classmates from becoming ill as well.

Should the student become ill, the school nurse will be calling families or the person you have designated to be contacted when you are not available. We must have an **EMERGENCY TELEPHONE NUMBER** where you can be reached during the day.

Families must have transportation available should the student need to go home early. If families do not have transportation, please make arrangements. It is easier to make arrangements before the beginning of the school year than when your child is ill and needs to go home.

If your child has a fever over 100°, vomits or has more than 2 episodes of diarrhea at school, he/she may not return to school the next day until they are fever-free, diarrhea-free or had no more bouts of vomiting, without the use of medicine for 24 hours.

Return to school after prolonged illness or hospitalization

In order for the student to return to program after a prolonged illness or hospitalization/surgery, the **School for Achievement** requires the following:

- Medical clearance signed by the student's doctor giving permission to return to school.
- Specific details for any modification in ability to participate in any or all activities including physical education, occupational therapy and physical therapy.
- Hospital discharge summary and/or medical records.

Medication at School

At times, it may be necessary for the student to receive medication during school hours. The student's doctor will determine this. If medication is required while the student is in school, a prescription from the doctor needs to be sent to the school nurse indicating:

1. Date written, student's name and date of birth
2. That the medication can be given in school
3. The name of the medication
4. How it is to be given
5. The amount to be given

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6. What time(s) it is to be given (does it need to be given with food or on an empty stomach)
7. For how long is it to be given
8. Doctor's name, title, signature and phone number for prn medications, conditions under which medication should be administered

Doctor's orders must be updated annually or when there is a change in medication, dosage, and/or discontinuation. All medications, including over-the-counter, sunscreen, and bug spray require a doctor's order and parental consent before the medication can be given at school

The medication to be given MUST be sent in the ORIGINAL PHARMACY CONTAINER with a PRESCRIPTION LABEL on it.

MEDICINE MUST BE GIVEN TO THE NURSE DIRECTLY BY THE PARENT

DO NOT SEND WITH THE STUDENT ON THE BUS!

Remember also that even if medication does not have to be given during school hours, it would be helpful for us to know about the medication(s) the student is receiving at home should we need to monitor for side effects or effectiveness.

PLEASE NOTE: it is **VERY IMPORTANT** that families inform the school nurse and the classroom teacher of any medication allergies the student may have. It is also important that the nurse be aware of any other allergies and what type of reaction the student experiences. For example: Allergic to Bees, Allergic to Certain Soaps, Allergic to Certain Foods, Allergic to Latex.

Inform the school nurse and classroom teacher of any changes in the student's medical history. For example: Changes in Medication, Change in Doctor, Medical Problems.

Immunizations

New York State law requires that all students attending school be immunized against infectious childhood diseases.

We must have a record of the student's immunizations in order for them to attend school. Student's **CANNOT ATTEND PROGRAM** without this information being on record within 10 days of starting school.

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A physician's statement or documentation from the Public Health clinic with all the dates should be brought or mailed to us (ATTENTION: School Nurse).

If you are not sure what immunizations the student has received, please ask the student's doctor. If additional immunizations are needed, contact the doctor or local Health Department.

Health Records/Physical

New York State Education Law Section 903 requires that every student enrolled in a public, private or parochial school entering pre-kindergarten or kindergarten, second, fourth, seventh, and tenth grade, furnish the school with a Medical Examination Report by a physician. The law also applies to a newly enrolled pupil regardless of grade level. Every student must have a current (within 1 year) Medical Exam report on file with the School Nurse within 30 calendar days of starting school.

Use of Sunscreen in School

Wraparound Services of the Hudson Valley allows the use of sunscreen in school without a physician's order if the following conditions are met:

1. The sunscreen is used for the purpose of avoiding overexposure to the sun and not for medical treatment of any injury or illness
2. The sunscreen is approved by the FDA for over-the-counter use
3. The student's parent or guardian provides written permission for the student to carry and use the sunscreen
4. The parent or guardian supplies the sunscreen

A student who is considered self-directed but is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent or guardian.

Whether a student is considered self-directed should be based on the student's cognitive and/or emotional development rather than age or grade.

Students who are not self-directed (are unable to give direction to staff and cannot independently apply sunscreen) will continue to need to have a medical provider order and written permission from the parent/guardian in order for licensed staff to apply the sunscreen for the student.

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Curriculum

The School for Achievement's curriculum is based on the NYS Next Generation Learning Standards which will be fully implemented in September 2022. SFA does adapt, as appropriate, the curriculum, methodology, and/or delivery of instruction to address the unique needs of the student while ensuring the student has exposure to the general curriculum. SFA differentiates the instruction for all learners while meeting the individual needs of the students through use of accommodations and modifications as determined in the student's IEP. SFA teachers will differentiate instruction in the areas of content, process, product and/or the learning environment.

Homework

When appropriate, WSHV views homework as an valuable extension of classroom instruction. Homework should develop a sense of responsibility to the student and provide an opportunity for the student to exercise independence, time management and organizational skills. Homework assignments should be carefully planned and designed to create opportunities for a student to both practice individual skills and to demonstrate cumulative learning as well as to inform the teacher which skills need to be reinforced.

Homework shall be planned and clearly articulated as part of the student's educational plan. Homework is not mandatory and should be provided on an individual student basis.

Families are asked to check a student's backpack every night.

State Standardized Tests

The federal government Every Student Succeeds Act (ESSA) requires that states administer annual statewide assessments in reading/language arts and mathematics to all students in grades 3-8 and at least once in high school, as well as assessments in science once in each grade span. ESSA includes provisions to ensure that all students are tested, offered appropriate accommodations when needed, and held to the same standards.

Vast majority of students at SFA take an alternate assessment aligned with alternate academic achievement standards. Consistent with the Individuals with Disabilities Education Act (IDEA), committees on special education must follow state guidelines for determining on a case-by-case basis whether a student is most appropriately assessed with an alternate assessment aligned with alternate academic achievement standards.

IEP (Individualized Education Plan)

The Individualized Education Plan (IEP) is a comprehensive educational plan that is designed by the Committee on Special Education (CSE) or the Committee on Preschool Special Education

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(CPSE) as a basis for instruction. It is used to document and review progress toward meeting your child's needs. Reports of progress are documented and sent home and to the student's school district quarterly.

The IEP summarizes the student's skills and sets goals and objectives to be worked on during the school year. These goals reflect all areas of a student's development including cognitive, fine and gross motor, self-help, language development, and social/emotional development.

The Parent/Teacher Conferences at **SFA** are held in October and March of each school year. We encourage all parents to attend these meetings in order for their thoughts, concerns and desires for the student's educational needs to be used in the goals and objectives set forth in the IEP.

Annual Review meetings (CSE and CPSE) are held with your home school district each school year to discuss your child's future placement. ***Parents should make every effort to attend these meetings since decisions are made that affect their child's educational career.***

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Code of Conduct and Rights and Responsibilities

Consistent with values, Code of Ethics, Employee Conduct and Work Rules, the WSHV education programs are committed to maintaining high standards of education for all students. Because the Agency believes that order and discipline are essential to being educated effectively, WSHV is also committed to creating and maintaining high behavioral standards and expectations.

An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a Code of Discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

Our Agency believes that order and discipline must be a shared responsibility between school, home and community. This code of conduct was developed in collaboration with students, teachers, administrators and parents.

It is our belief that, to be effective, such a code must:

- identify, recognize and emphasize positive behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parent(s)/guardian(s) and the school staff;
- provide disciplinary responses that are appropriate to the different levels of offenses;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the New York State Department of Education and the Board of Regents.

Our primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful and caring citizens within the school and community settings. The school principal is responsible for ensuring that essential policy and procedures are established and adequate discipline is maintained in the operation of the WSHV's The School for Achievement is to effectively promote safety, as well as the social and educational growth of the students.

Policy and procedures based on best practices and provisions of federal, state and local laws, as well as the guidelines and directives of the New York State Department of Education and the Board of Regents are enforced by the school principal and developed in collaboration with agency administrators responsible for the oversight of Wraparound Services of the Hudson Valley programs.

Parents/guardians are expected to assume primary responsibility for control of their children. Parents/guardians may be called upon to actively cooperate with the school in providing the necessary structure to promote their child's social and educational growth. WSHV is committed to a high degree of parent-school communication that will be fostered by the school.

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The WSHV education programs are supported by the belief that the optimal way to support all students in being productive and positive contributors to the school community and larger community as a whole is to assist them in the development, reinforcement, modeling, and acquisition of positive skill sets that are foundational to Positive Behavior Interventions and Supports (PBIS). Our behavior matrix was developed with input from various stakeholders, including New York State Education Department (NYSED). The matrix is immersed into every possible aspect of the school day.

All students enrolled in program at WSHV are prohibited from:

- intentionally injuring any person or threatening to do so
- intentionally damaging or destroying agency property or the personal property of an individual; including arson and graffiti
- disrupting the orderly conduct of instruction
- distributing or wearing materials that are obscene or disruptive to the school program
- possessing or using weapons
- possessing, consuming, selling, distributing, or exchanging alcoholic beverages, controlled substances, or to be under the influence of such.

Student Rights:

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right:

- to be provided with an education that is intellectually challenging and relevant to demands of the 21st century as well as the goals and services outlined in their IEP;
- to learn in an environment free from interruption, harassment, bullying, discrimination, intimidation and fear;
- to participate in activities on an equal basis regardless of any factor,
- to be informed of all school rules; and,
- to be guided by a discipline policy which is fairly and consistently implemented

In addition, students enrolled at WSHV are afforded the following rights:

Student Expression: Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student's freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent or obscene words or images or to words or images which by their very use incite others to damage property or physically injure persons. Furthermore, speech which materially and substantially disrupts the work and discipline of the school may be subject to limitation.

Symbolic Expression: Students, in light of constitutionally protected free speech rights, may have political buttons, arm bands or badges of symbolic expression so long as the same conform to the limits set forth herein under the school's student handbook.

Student Activities: All pupils shall enjoy equal access to the extent of their capabilities for participation in the various activities sponsored by the school. The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the student code of conduct.

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Privacy Rights: [Search and Seizure] - Students enrolled at WSHV are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. In light of these protections, no student's person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable suspicion to do so. Property that is assigned to students may be subject to inspection at any time by school officials since such places are not the property of the student, but rather are owned by the school and shared with the student.

Student Grievances and Complaints: If a student and/or his/her family has a grievance or a complaint about a school-related matter, a school employee or other school official that cannot be resolved during the initial point of contact or working with a program administrator or the principal of the school, the grievance can be presented in various formats. In accordance with agency's policy and procedure for filing a grievance, upon request from a student and/or his/her family member a school administrator will make themselves available to assist in presenting a grievance if warranted or desired. The assisting staff person will assure that the grievance is documented and forwarded to the Compliance Department. Grievances may also be filed with the Regional Associate at NYSED.

Responsibilities: Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an
- environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property and help to keep it free from damage;
- to obey school regulations and rules made by the school principal, school authorities and governing bodies;
- to react to directions given by teachers, administrators and other school personnel in a respectful, positive manner;
- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood;
- to actively discourage inappropriate behavior of other students and report the incidents to the administration whenever possible; and,
- to conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

With all violations of this code of conduct, the relationship between the child's disability and the behavior will be examined. The WSHV education programs will fully cooperate with any child's CSE/CPSE and any decisions made by a hearing officer, manifestation team, or any other employee of a child's school district

The Role of Parent(s)/Guardian(s): A cooperative relationship between home and school is essential to each student's successful development and achievements. All parent(s)/guardian(s) are expected to recognize that the education of their child (ren) is a joint responsibility. To achieve this wholesome relationship, parents are urged:

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- to show an enthusiastic and supportive attitude toward school and education;
- to build a good working relationship between themselves and their child;
- to teach their child self-respect, respect for the law, respect for others and for public property;
- to insist on prompt and regular attendance;
- to listen to the views and observations of all parties concerned;
- to recognize that teachers merit the same consideration and respect that parent(s)/guardian(s) T expect from their child;
- to insist their children be dressed and groomed in a manner consistent with the student dress code;
- to insist that their child promptly bring home all communications from school;
- to cooperate with the school in jointly resolving any school related problem;
- to set realistic standards of behavior for their child and resolve to remain firm and consistent;
- to help their child learn to deal effectively with negative peer pressure;
- to provide a place conducive for study and completion of homework assignments;
- to demonstrate desirable standards of behavior through personal example;
- to foster a feeling of pride in their child for their school; and
- to provide support and positive reinforcement to their child.

The Role of Teachers: Every teacher knows that she/he works every day with this nation's most precious commodity - the future generation. In view of this responsibility, the teacher must:

- promote a climate of mutual respect and dignity, which will strengthen students' self-concept and confidence to learn;
- be prepared to teach and demonstrate interest in teaching and concern for student achievement;
- teach the common courtesies by precept and example;
- know the support services available to students and refer students who are in need of such services;
- know school policies and rules, and enforce them in a fair and consistent manner;
- communicate to student and parent(s)/guardian(s) course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, and classroom discipline plan;
- communicate regularly with students, parent(s)/guardian(s) and other teachers concerning growth and achievement;
- comply with all state educational laws regarding corporal punishment and mandated reporting of suspected child abuse in accordance to the Justice Center, Office of Children and Family Services and local law enforcement, when required.
- immediately, report to the school principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
- immediately report and refer violent students or any student engaging in behavior that is harassing, bullying, and/or discriminatory to the school principal.
- demonstrate desirable standards of behavior through personal example.

The Role of School Personnel: School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- teach the common courtesies by precept and example;
- treat students in an ethical and responsible manner;

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- help students to reach their maximum potential;
- demonstrate desirable standards of behavior through personal example;
- report violations of the Code of Conduct to the school principal and,
- immediately report and refer violent students or any student engaging in behavior that is harassing, bullying, and/or discriminatory to the school principal.

The Role of Principal: As the educational leader of the school, the principal sets the disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:

- seek to develop and support sound and healthful atmosphere of mutual respect;
- evaluate the program of instruction in their school to achieve a meaningful educational program;
- help staff to self-evaluate their procedures and attitudes in relation to the interaction within their classrooms;
- develop procedures which reduce the likelihood of student misconduct;
- provide the opportunity for students and staff to address grievances and assist staff members to resolve problems which may occur;
- work with staff, students, parents, agency administration and key stakeholders to formulate school policies.
- work closely with parent(s)/guardian(s) to establish a wholesome relationship between home and school policies;
- utilize all appropriate support staff and community agencies to help parent(s)/guardian(s) and students identify problems and seek solutions;
- establish necessary building security;
- develop behavior guidelines and appeals procedures specific to each assigned program in harmony with this “Code of Conduct”, and;
- assume responsibility for the dissemination and enforcement of the “Code of Conduct” to all staff, students and parent(s)/guardian(s) and ensure that all discipline cases referred are resolved promptly;
- ensure that students are provided with fair, reasonable, and consistent discipline;
- comply with pertinent state laws governing hearings, suspensions, and student rights.

The Role of the Dignity Act Coordinator: The agency realizes its responsibility to protect students from unlawful harassment, discrimination and bullying, while on school property. At least one person in each building shall be appointed as the building’s Dignity Act Coordinator. All instances relating to the Dignity Act are also reported to the Compliance Department.

The Role of the Executive Team, CEO, and Board of Directors: Working with the executive team, the CEO, for the purposes of board governance has established standing board committees that oversee and ensure that agency practices consistent with the expectations for ethical conduct are communicated and reinforced for all agency employees, volunteers, board members and others, ensuring that codes of conduct are implemented and enforced in a consistent, reasonable, fair and equitable manner.

All school staff are provided with initial and annual training on this Code of Conduct, related policy and procedures and their responsibilities. Additionally, staff are provided with annual

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training on the identification and resolution of disciplinary problems and the agency's policy and procedures for complying with all local, state and federal reporting requirements.

Conduct of Visitors: In accordance with the agency's policy relating to visitors, in order to maintain a safe and healthy educational environment, all visitors must sign-in and sign out at the main desk. Visitors are expected to comport themselves in a manner that is consistent with this code of conduct and in a manner that does not disrupt the academic process.

Behavioral Interventions

It is the philosophy of this school to use positive behavior support techniques in planning individual and classroom programs for students. Positive interventions are always implemented first, including curriculum modification, environmental adaptations and communication skill instruction. Wraparound Services of the Hudson Valley SFA has adopted and implements Positive Behavior Interventions and Supports (PBIS) as our school culture and framework to prevent and manage behaviors. A copy of our school-wide behavioral expectations matrix is attached.

Functional Behavioral Assessments

Functional Behavior Assessments are to be conducted at the approval of a student's CSE or CPSE. This typically occurs when a student exhibits behavior that impedes their learning or that of others, to ascertain the physical, mental, behavioral and emotional factors which contribute to the suspected disabilities and whenever there is a determination that the student's conduct is a manifestation of the student's disability.

Functional Behavior Assessments identify problem behavior, define the behavior in concrete terms, identify the contextual factors that contribute to the behavior and formulate a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Functional Behavior Assessments are based on multiple sources of data, including but not limited to information obtained from direct observation of the student, information from the student, the student's teacher (s), and / or related service provider(s), a review of available data and information from the student's records and other sources including any relevant information provided by the student's parent. Data should be collected across activities, settings, and various times of the day. **The Functional Behavior Assessment is not based solely on the student's history of presenting problem behaviors.**

Functional Behavior Assessment provide a baseline of the student's problem behaviors with regard to frequency, duration, intensity and / or latency across activities, settings, people and times of the day and include the information in sufficient detail to form the basis for a behavior intervention plan for the student that addresses antecedent behaviors, reinforcing consequences of the behavior, recommendations for teaching alternative skills or behaviors and an assessment of student preferences for reinforcement.

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Behavior Plans

Behavior Intervention Plans are approved by the student's CSE or CPSE and are based on the results of a Functional Behavior Assessment. At a minimum, they include a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior. **A student's need for a Behavior Intervention Plan must be documented on the individualized education plan (IEP) and the plan must be reviewed at least annually by the CSE or CPSE, with progress reported quarterly.**

A Behavior Intervention Plans contents should, at a minimum:

- identify the baseline measure of the problem behavior, including the frequency, duration, intensity and / or latency of the targeted behaviors.
- identify the intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior.
- teach individualized alternative acceptable behaviors to the student.
- provide consequences for the targeted inappropriate behaviors, if appropriate.
- include a schedule to measure the effectiveness of the interventions.

Implementation of a Behavior Intervention Plan includes regular progress monitoring at scheduled intervals. These results are documented and reported to the student's parents and to the CSE and are considered in any determination to revise a student's Behavior Intervention Plan or IEP.

Restraints

Any device that restricts a student's freedom of movement due to behavior must have a written intervention and may only be used with written parental consent. (For clarification, durable medical equipment such as the use of a Rifton chair with tray and seat belt is only to be used to provide physical stability and safety. In this situation it is not considered a restraint.)

Behavioral interventions will always be adapted and/or developed in order to support the student educationally. Should a student be in jeopardy of causing injury to self or others, the student may be removed or given touch control in order to provide safety to all.

Strategies for Crisis Intervention and Prevention (SCIP-R)

All staff are trained on the implementation of Strategies of Crisis Intervention and Prevention (SCIP-R) techniques. This training includes proactive, active and reactive methodologies in order to address the student's phases of behavior.

Behavior that results in the implementation of a physical intervention will be documented on the Agency's Occurrence Report form. This information will be presented at the Team Meetings and addressed with the parents, CPSE/CSE, the agency's quality assurance department, and any other required reporting agencies that may apply. Any other required reporting, such as the agency's quality assurance department

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Articles Prohibited from School

NOTE: **Wraparound Services of the Hudson Valley is proud to be a *smoke free, drug free and alcohol free* environment.**

Procedure

All items brought into the Wraparound Services of the Hudson Valley school (Tuytenbridge Road and Webster Street locations) will be reviewed for appropriateness. Any items that promote violence, profanity, obscene gestures or have an inappropriate sexual content will be prohibited from the Wraparound Services of the Hudson Valley school.

Valuables

Students are prohibited from bringing valuables (i.e. large sums of money, jewelry) to school. Valuables will be held in the office until the end of the day.

Weapons

Weapons of any kind (knives, guns, sling shots, chains, ropes, explosives, fireworks, etc.) will be confiscated. Any student found carrying a weapon will be subject to disciplinary actions. The home school district will also be notified and a Special Team Meeting may be held.

Electronic Equipment

Electronic Equipment with the exception of augmentative communication devices, any other learning related equipment or equipment included in a student's Behavior Support Intervention Plan will not be allowed in the school building. Items prohibited include, but are not limited to iPads, tablets, Nintendo Switch, AngelSense Device, etc.

Lighters and Matches

Lighters, matches or any other fire starting material will not be allowed to be brought to school by students.

Animals or Pets

Any animal or pet will not be allowed to be brought to school by students. If a student requires the use of a service animal, they will be permitted to bring them to school.

Beauty Aids, Sprays, Perfumes, etc.

Any beauty aids, hair sprays, perfumes, colognes, etc. will not be allowed in the school building, unless approved to be a part of a student's care box.

Drugs, Alcohol or Tobacco Products

Drugs, alcohol or any tobacco products will not be allowed on school grounds. If a student is found to be in possession of such substances (or if they are under the influence of such), the parents or guardians and home school district will be notified. A special team meeting will be scheduled with the parents, guardians, school district, Treatment Team and child.

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If a student is found in possession of such items, a call will be made to the student's parents or guardians the first time this occurs. If a student repeatedly brings such items to school, a special meeting will be held with the parents or guardians and Treatment Team.

Confiscated Items

Confiscated items will be kept in a designated area in the school office for approximately one month. After this time if parents or guardians have made no arrangements to retrieve these items, the items will be discarded or donated.

Legal Search and Seizures

Program administration may search a student for drugs, alcohol, contraband or weapons when the administration observes it directly or has a reasonable suspicion that the student possesses the item(s).

“Reasonable Suspicion” is based on the administrator’s direct observation of circumstances which would lead a reasonable person to believe that the student possesses the items. Reasonable suspicion may also legally be based on apparently reliable information from staff members or other students. A medical determination that a student is under the influence of drugs or alcohol constitutes grounds for a search.

Student Suspension and Discharge Procedure

Suspension Policy

Wraparound Services of the Hudson Valley SFA may suspend a student if there is an immediate danger present as it relates to promoting “safe schools”. The parents and CPSE or CSE of the student will be contacted immediately in regards to a suspension.

In School Suspension

In School Suspension may be used when a student has demonstrated severe acts of aggression that threaten the safety and well-being of other students or staff. The decision to give an in-school suspension and its duration will be made by the School Principal.

Out of School Suspension

Wraparound Services of the Hudson Valley SFA makes every effort not to suspend students. As many of the students attend Wraparound Services of the Hudson Valley’s programs due to severe emotional, behavioral and social needs, it is the philosophy of the school that to suspend students for such behavior is not seen as productive. On rare occasions when a student has demonstrated severe aggressive behaviors that are not able to be managed safely and successfully at school, a suspension of no more than five days may occur.

If a student shows discipline problems which are severe and persistent and interfere with educational programming or student/staff well being, a team of WSHV SFA staff will meet to decide how to maintain a safe environment and improve the student’s ability to function. This decision making process will include parents, WSHV SFA staff and school district staff.

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Discharge Policy

Wraparound Services of the Hudson Valley provides schooling for students with special needs ages 5 – 21 and preschool services for children ages 3 – 5. All children in the CSE program graduate in June of the year that they turn 21 as they age out of our program. However, there are special circumstances that may necessitate a student's early discharge.

Graduating students who were born in July and August may attend the six-week summer program. If the student turns 21 in the months of September, October, November or December, they will graduate the following June.

Reasons for Discharge

The interdisciplinary Team, in accordance with the student's home school district, recommends that a student return to their home school. That would only occur following a student's attainment of all behavioral, social, communication and academic goals set forth by the Wraparound Services of the Hudson Valley's Interdisciplinary Team and the student's home school district, and/or if the Team determines that another program could better address the student's needs.

The student's parents/guardians consistently oppose the plan and/or refuse to cooperate with the Interdisciplinary Team and thereby interfere with a student's success program. At this point, a meeting would be held with the parents/guardians, home school district and Interdisciplinary Team to work out an agreement whereby the student may remain in the program or alternative placement may be found through the home school district.

If a parent/guardian pulls a child out of the program prematurely, against the Team's recommendation, the home school district will be immediately notified. A meeting may be scheduled with the parent/guardian, home school district and Interdisciplinary Team to determine whether or not the student's placement will be held.

Unique circumstances in regards to a violation of the student conduct code that was not caused by or was not in direct or substantial relationship to the student's disability.

Emergency Preparedness Drills

Wraparound Services of the Hudson Valley's current plan of action to keep the student safe in case of a breach in the Country's security is based on guidelines put forth by the New York State Education Department. In case of an extreme emergency we will:

- Postpone all outside activities (including but not limited to field trips and playground use)
- Limiting access to our facilities (Tuytenbridge Road and Webster Street sites)
- Continue with our Agency's sign-in and sign-out procedures
- Conferring with authorities for further action for directives of safety if security status changes (State Education Department and/or local law enforcement agencies)
- Follow the Agency's established plans for internal and external evacuation if necessary

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If the State Education Department declares a “Lockout” or a “Lockdown” for schools, the following will occur:

Lockout:

This procedure allows the school to continue with the normal school day, but curtails outside activity and allows no unauthorized personnel into the building. Most commonly used when the threat is general or the incident is occurring outside the school building, on or off school property.

Steps implementing **Lockout** after a possible threat has been identified:

1. Announce Lockout has been implemented
2. Activate building emergency plans
3. Have students who are outside immediately return to school building
4. Administrators will lock and secure all exterior doors and entrances
5. Monitor main entrance and allow only AUTHORIZED personnel into building

Lockdown:

A procedure used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and account for all students.

Steps implementing **Lockdown** after threat has been identified:

1. Announce Lockdown has been implemented
2. Administrators will determine if the Agency’s internal evacuation policies are to go into effect (i.e.: teachers and students move to internal rooms within the building ~ away from windows and doors) and await further instructions
3. When the students have entered the designated locations, the teachers will account for their students in their class by conducting a roll call

Mandated Reporting in New York State

Child Protective Services Act of 1973 was established to encourage complete reporting of child abuse and maltreatment.

New York State recognizes professionals within our Agency as mandated reporters that are required by law to report suspected child abuse or maltreatment to the New York Statewide Central Register (SRC) of Child Abuse and Maltreatment.

Reasonable cause to suspect child abuse or maltreatment means that, based on rational observations, professional training and experience, there is a suspicion that the parent or other person legally responsible for a child is responsible for harming that child or placing that child in imminent danger of harm.

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CPS intervention consists of an evaluation of the child and other children in the home, and the development of a plan to meet the needs of the child and family. If there is an immediate threat to the child's life or health, CPS may remove the child from the home.