DEARBORN ACADEMY EST 1949

Student Handbook

2026 - 2027







DEARBORN ACADEMY

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Mission and Vision

Mission

Dearborn Academy helps students develop the knowledge, skills and tools needed to gain academic mastery and build meaningful friendships. This is accomplished within a uniquely responsive therapeutic educational environment that fosters academic excellence. With the support of caring, expert staff, Dearborn students learn to confidently manage their mental health, social and/or learning needs. Dearborn students set and accomplish goals that lead to post- secondary education, fulfilling careers, and becoming role models in their communities.



Vision

Dearborn students know what it means to feel seen and valued for who they are. They take pride in overcoming hurdles that result from mental health, social and/or learning needs to set and attain bold academic and personal goals.



Contact

Dearborn Academy
575 Washington St.
Newton, MA 02458
Phone: 781-641-5992
Fax:: 781-641-5997

http://www.dearbornacademy.org

Select Policies and Procedures are posted on the website.

Others can be requested from info@dearbornacademy.org



DEARBORN ACADEMY EST. 1949

2026-2027 School Calendar

Aug/Sept 2026 (19 days)				
M	Tu	W	Th	F
24	25	26	27	28
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026 (21 days)				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026 (18 days)				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026 (17 days)				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027 (19 days)				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027 (15 days)				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027 (22 days)				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027 (17 days)				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027 (20 days)				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027 (12 days)				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	**16**	17	18
21	22	23	**24**	25
28	29	30		

July 2027 (21 days)				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2027 (9 days)				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Vacation/Holidays

Early Release Days - 12-45pm*

Extended School Year

August/September	
New Staff Orientation	8/21
All Staff Orientation	8/24 - 8/27
1st day of School	***2***
Labor Day	7
Yom Kippur	21

October	
Indigenous Peoples' Day	12

November	
Veterans Day	11
Thanksgiving Recess	26 - 27

December	
Early Release	23
December Recess	24 - 31

January	
New Year's Day	1
Martin Luther King Jr. Day	18

February	
February Recess	15 - 19

March	
Good Friday	26

April	
April Recess	19 - 23

May	
Memorial Day	31

June	
High School Graduation	***9***
Early Release	15
180th day (w/ no snow days)	***16***
Juneteenth (Observed)	18
185th day (w/ 5 snow days)	***24***

July/August: Extended School Year (ESY)	
1st day ESY	*7/1*
Independence Day (Observed)	7/5
Last day of ESY	*8/12*

School Hours

8:15am - 2:30pm - M T TH F

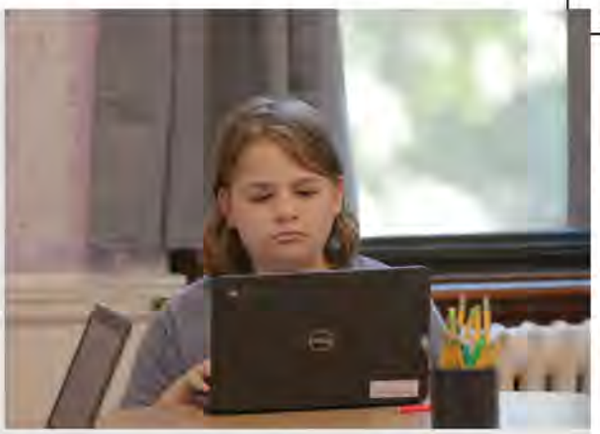
8:15am - 12:45pm - W

Extended School Year Hours

8:15am - 2:30pm - M - TH

8:15am - 12:45pm - F

DEARBORN ACADEMY



Right to an Equal Education / Student Rights

Dearborn Academy is a program of Schools for Children, Inc. (SFC). The SFC Non-Discrimination Policy, below, is included in the SFC Personnel Manual and applies to all policies in the manual, including the Grievance Policy.

Non-Discrimination Policy Summary and Registering Complaints/Grievances

Schools for Children adheres to a policy of nondiscrimination which extends to students, families, staff, and individuals with whom it does business. No person shall be discriminated against, nor denied equal rights and opportunities, on account of race, color, age, sex, gender identity, religion, national origin, ancestry, sexual orientation, physical or mental disability, pregnancy or pregnancy-related condition, marital status, military status, or homelessness. If someone has a complaint or feels he/she has been discriminated against because of race, color, age, sex, gender identity, religion, national origin, ancestry, sexual orientation, physical or mental disability, pregnancy or pregnancy-related condition, marital status, military status, or homelessness, his or her complaint should be registered with the program's Title IX coordinator or program director.



Registering Complaints and Grievances - Parents, Students, and Employees

If a parent/guardian or student has concerns about a student's education or care at school, they are encouraged to first bring the issue to the student's teacher or clinician to try to resolve the matter. If the problem concerns an education matter, the director of curriculum and instruction can be brought into the discussion. If the problem is not resolved at that point, the principal should be brought in to resolve the matter, and will inform the head of school. The principal will obtain information from the parent/guardian and or student, and gather information from involved staff. The principal will get back to the parent/guardian, and the head of school within five working school days. If the findings are not acceptable to the parent/guardian/student, the complaint will be brought to the head of school who will look into the matter, including a review of all material related to the situation, individual discussions with involved staff, the parent/guardian, and student if applicable, and will report back to the parent within five working school days.

Those Responsible for Administering the Grievance Procedure

Rebecca Altepeter, Head of School
Sheilah Gauch, Principal and Director of Clinical Services
Alison Mehan, Director of Curriculum and Instruction
Suzanne Rivard, Milieu Coordinator and Summer Program Director

Dearborn Academy strongly adheres to the principles of respect for all individuals, regardless of race, color, religion, creed, age, gender, national origin, sex, sexual orientation, homelessness, and gender identity. If a student or parent/guardian has a concern related to discrimination, those concerns should be communicated and will be addressed per the grievance procedure outlined above.

Grievances not resolved at the school level are brought to the level of the larger organization, Schools for Children. Any grievance related to discrimination will automatically result in involvement with the Schools for Children executive director, Dr. Paul Stein.

The policy for staff grievances is detailed in the Schools For Children Personnel Policy Manual which employees receive upon hire. Records of employee acknowledgement of receipt are kept by the Schools for Children human resources director.

DEARBORN ACADEMY

Civil Rights

All students possess the right to an equal educational opportunity and freedom from discrimination, harassment and retaliation, as well as have the responsibility not to discriminate, harass or retaliate against others.

School Attendance

Regular attendance in school is required by Massachusetts' law (G.L. c.76, §1) for all persons between the ages of 6 and 16. Most students miss school occasionally for routine illness or family obligations. Students who attend Dearborn Academy often have long histories of school avoidance, and we work hard to partner with them, their families, public school partners and outside treatment teams to help make plans to increase school attendance.

Freedom of Expression

All students have the right to free inquiry and expression and the responsibility to observe reasonable time, place and manner limitations regarding these rights. This right includes the right to express their views in student publications provided such expression does not cause or threaten to cause, by reasonable forecast by school officials, any disruption or disorder in the school.

Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

Freedom of Assembly

Students have the right to organize within the school for proper and lawful purposes, subject to reasonable limitations as to time, manner and place of assembly.

Privacy

All students have the right to privacy, subject to permissible searches of students, backpacks and Dearborn technology. This right includes privacy with respect to students' school records.

Freedom of Religion

All students have the right to freedom of religion without interference or infringement from the school.

Dress Code

All students should dress in a manner that supports their learning and the learning of others. While students are generally free to determine their own style, if a student is wearing clothing that makes it difficult for others to feel safe in the learning environment*, an administrator will contact their caregiver to help make a plan for the student to wear different attire for the day.

*Clothing must not state, imply or depict hate speech or imagery that target groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other classification. Any other apparel that the administration determines to be unacceptable to our community standards will not be allowed. If students repeatedly struggle to follow the dress code, the school may call a team meeting to discuss the student's needs and/or use disciplinary measures.

Rights of 18 Year Old Students

When a student reaches the age of 18, they shall have the following rights:

1. They may sign their own absence notes, though school officials may require satisfactory verification from a parent/guardian as to the cause of the absence.
2. They may sign their own permission slips for field trips.
3. They may authorize or limit access to their own school records.
4. They may withdraw from school without permission of a parent or guardian.
5. They have all the rights, which would belong to a parent or guardian in connection with the special education process, including the right to consent to or object to their individual education plan (IEP).

* *Please note: Dearborn reserves the right to notify parents/guardians of student disciplinary incidents or other significant school events regardless of age.*

DEARBORN ACADEMY

Rights of Students with Disabilities

Students with disabilities have protections under Section 504 as well as the IDEA. If a claim is filed under Section 504 and not tied to a denial of a free appropriate public education (FAPE), exhaustion of remedies under the IDEA is not required.

Student Responsibilities

Alcohol, Tobacco, Vaping, and Drug Use

The possession, use, distribution, or sale of tobacco, drugs or alcohol by students on the premises of Dearborn Academy, or during any trip, activity, or other event sponsored by Dearborn Academy, is not permitted.

Any student found in possession of, or discovered to have distributed, sold, or used tobacco, drugs or alcohol, will be subject to immediate disciplinary proceedings, including suspension and/or planned termination. The student's parent/guardian will be informed of the situation, and the student will re-enter school accompanied by a parent/guardian.



Student Admissions

The admissions process begins with a referral from a public school system or request from a parent/guardian interested in privately funding a placement. If a parent/guardian inquires about private pay, they are informed of our practice of informing our public school district partners of the request. They are told that we support the IEP process to determine eligibility and will not consider private pay placements if the district requests we hold off on consideration while they work with the parent/guardian to seek agreement on services and placement recommendations.

Referrals are expected to contain the student's current IEP, assessments, progress reports, incident reports, settlement agreements and other information pertaining to the student's learning and emotional presentation.



Dearborn Academy is approved by DESE to accept students aged 5-22 and predominantly serves students in grades 3-12 who have an emotional or specific learning primary disability. Students may have secondary or tertiary disabilities including, but not limited to, a health disability. Students with disabilities are not a monolith and present in various ways depending on many factors. Therefore, consideration is given to each individual referral regarding whether Dearborn can provide the services the student needs and whether an appropriate cohort exists for that student.

Complete referrals are screened by the admissions coordinator to determine if the student's needs may be appropriately met with the services and supports offered at Dearborn *. The admissions coordinator may request a call with a representative of the school system and if needed, with signed releases, information is also gathered from the student's outside providers to better understand the needs of the referred student.

If the admissions coordinator decides that the student's needs may be able to be met at Dearborn Academy, the school system is notified and the parent/guardian and district representative are invited for a video conference call in order to share more information about Dearborn and to gather more information about the referral.

If, after the call, the admissions coordinator continues to believe that the student's needs may be able to be met at Dearborn, a tour and interview are arranged. At this time, the admissions coordinator, head of school and/or other designee meet the parent/guardian and potential student. A school system representative is also invited to attend.

The purpose of the tour and interview is to further get to know the student and their educational and clinical needs. The tour of the school provides an opportunity for the student and parents/guardians to see the facilities, observe the program in action, and meet staff members and students. During the interview, the student is asked questions about their educational experiences, goals, and involvement in the community. During the interview, parents/guardians and students are informed of Dearborn's purpose and services; philosophy; mission; goals; and the student is informed about some of the expectations of Dearborn students, including our no cell phone policy.



If, after the interview, the admissions coordinator and other team member(s) who took part determine that Dearborn cannot meet the needs of the student, the admissions coordinator will inform the public school district representative.

If, after the interview, it appears that Dearborn may be able to meet the needs of the student, a visit day is arranged to allow the student and Dearborn to get to know each other even better. During the visit day, the student attends classes while the parent/guardian either stays on campus or within a very short driving distance from the school.

After the visit day, Dearborn staff will make a determination if Dearborn can meet the needs of the student and if a placement in the program will be offered. The Dearborn admissions coordinator will inform the public school representative of this decision. If it is determined that Dearborn would not be able to meet the needs of the student, the public school system representative will be notified of this decision.



If placement is offered and accepted, the student's IEP and placement paperwork are completed and signed by the district and parent/guardian, and a start date is agreed upon. Every attempt is made to expedite enrollment. A contract, reviewed and signed by the head of school, with the public school district, is required for all enrolled students.

As part of the enrollment paperwork provided to the accepted student and their parent/guardian, Dearborn Academy provides written notice of Dearborn's school policies and procedures, including: admission criteria; purpose and services; philosophy; mission; goals; students' and parents rights. The enrollment packet also gathers necessary information, including documentation of physical and dental examinations within the past twelve months.

Dearborn Academy maintains a copy of its policies and procedures manual onsite and parents/guardians receive written notice that the manual is available for their review upon request. Dearborn's Physical Restraint Policy and Procedures are also made available to parents/guardians of enrolled students.

If at any time during the admissions process, the admissions coordinator has any questions about whether Dearborn may be able to meet the needs of the student, they may consult with the head of school and/or the principal.

DEARBORN ACADEMY

PROCEDURES, POLICIES, AND PLANS

IEP Meeting Participation

Dearborn Academy works collaboratively with LEAs to ensure that the IEP Team for each student with a disability includes:

1. The parent(s)/guardian(s) or Educational Surrogate Parent of the student;
2. Not less than one regular education teacher of the student (if the student may be participating in the regular education environment);
3. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the students;
4. A representative of the public agency who---
    a. (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
    b. (ii) Is knowledgeable about the general education curriculum; and
    c. (iii) Is knowledgeable about the availability of resources of the public agency.
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
7. Whenever appropriate, the student with a disability.

These members are responsible for reviewing and revising IEPs.

Less Restrictive Program

The IEP coordinator is in frequent communication with the sending districts about the progress of students. Part of the annual review of students as well as the quarterly progress reports for all students is an assessment of the progress students make. This enables the IEP Team to determine when a student is ready to return to a less restrictive setting. When a student is ready, Dearborn works with the LEA to prepare the student, including identifying visiting days, reviewing the student's new schedule and ensuring they meet their new teachers and support staff.

Progress Reports

Dearborn Academy provides IEP Progress Reports, as well as report cards (indicating the grades students earned) on a quarterly basis. Progress reports indicate the students' progress towards meeting the most recently signed, district-issued IEP goals and objectives. Dearborn utilizes the progress report format proposed by the Department of Elementary and Secondary Education.

Progress reports are sent to each student's parents/guardians, any agency that the family requests to receive the progress reports, and the public school district(s) responsible for the student's education and placement.

Dearborn Academy documents, in the student records, that progress reports have been sent to the parents/guardians/student public school(s) and state agencies as applicable.



ESY Progress Reports

Dearborn Academy provides IEP Progress Reports at the end of the ESY program. Progress reports indicate the students' progress towards meeting the most recently signed, district-issued IEP goals and objectives. For most students who are enrolled in ESY services, that means that they did or did not maintain skills learned during the previous school year in order to prevent regression. Dearborn utilizes the progress report format proposed by the Department of Elementary and Secondary Education.

Progress reports are sent to each student's parents/guardians, any agency that the family requests to receive the progress reports, and the public school district(s) responsible for the student's education and placement.

Dearborn Academy documents, in the student records, that progress reports have been sent to the parents/guardians/student public school(s) and state agencies as applicable.

In-Service Training Plan and Calendar

The head of school is responsible for planning and implementing and tracking the in-service training plan and calendar. The calendar includes at least two hours a month of training and record of the trainings include training topics, name and job title of person conducting the training; persons attending, and dates and times of trainings.

The head of school:

- Ensures that all staff, volunteers and interns receive trainings in the areas required by the Department of Elementary and Secondary Education. This includes ascertaining any changes in these requirements, including additions required by the Department and passing this information along to other leaders charged with conducting mandated training. The head ensures that attendance of staff at trainings is tracked, and that tracking is maintained in staff files.

- Ensures that all staff hired during the school year are trained before becoming responsible for the sole supervision and care of students.

- Works with the leadership team to develop an in-service training plan for the academic year. This includes identifying topics for training through discussions with supervisors, soliciting ideas from staff, calling and arranging for in-service trainings with outside providers, and searching grant opportunities to support in-service programs.

- Ensures that all attendees sign into the training, and that attendance is tracked.

Mandatory/Required trainings include:

- Reporting abuse and neglect of students to DCF and/or DPPC
- Student discipline and behavior support procedures, including de-escalation
- Use of physical restraint
- Runaway policy
- Emergency procedures for evacuation drills, emergency drills, utilization of the alarm system and evacuations in instances of fire or natural disaster
- Civil rights responsibilities (discrimination and harassment) regarding race, color, sex, gender, gender identity, religion, natural origin, sexual orientation, disability and homelessness
- Bullying prevention and intervention
- Information about student medication and side effects
- Transportation safety
- Student record policies and confidentiality
- How learning standards of the Mass Curriculum Frameworks are incorporated into our instruction
- Including all students in MCAS and/or alternative assessments

Evacuation Plan and Fire Drill Procedures



Frequency of Evacuation Drills

Fire drills are held four times a year and are conducted by Dearborn Academy in coordination with the Newton Fire Department. Other fire department personnel are on hand to make sure the fire drills are conducted safely and with care and Dearborn staff review the nature of the drills and the procedures.

Other emergency/evacuation drills are held two times a year and follow the same procedures as those for fire drills, unless otherwise noted.

Staff are trained to use the intercom system and how to communicate with one another, and with students, in the event of an intruder.

The off-campus meeting place is the Jackson Walnut Park School located at 200 Jackson Rd, Newton, MA 02458 in the event that students, staff and visitors need to leave the campus.

Procedures

For fire drills and other emergency situations that require vacating the school building, the staff member in charge of the class or activity directs the students to leave the room in an orderly fashion. Students are led out of the building following the route posted for that particular room unless the emergency dictates otherwise (e.g., there is a fire in the stairwell of the nearest egress). Office staff and others who are not directly responsible for the supervision of students are to leave their work areas and depart from the building according to the route posted for their particular area.

The last staff member leaving the classroom is responsible for turning off the lights and closing all windows and doors.



Upon exiting the building, the administrative assistant seated at the reception desk is responsible for bringing the emergency contact binders that include student and transportation information.

The same administrative assistant is responsible for bringing the visitor's log and student/staff sign in/out log with them when leaving the building.

Staff members lead the group under their supervision to their homeroom class' assigned outdoor area, staying away from the building until the head of school has given the "all clear" signal.

Immediately upon arriving at the assigned outdoor area the homeroom teacher or their designee takes attendance and notifies an administrator if any student is missing, who relays that information to the head of school who works with the team to locate the student, conferring with the fire department personnel as necessary.

For fire drills, a member of the fire department will give the head of school the "all clear" when it is determined that the fire drill procedures have been completed, and that people may re-enter the building. The head of school relays this information to the staff and students so that they can enter the school. For all other evacuation drills, the head of school informs the staff and students that it is safe to enter the building.

The head of school is notified of any problems or issues that have been identified during the drill.

The fire and evacuation drills are recorded and include the date, time elapsed, participants, witnesses, etc. and the effectiveness of the drill so that adjustments can be made as necessary.

The head of school will work with the fire department to create a plan for any student with mobility-impairments.

New Staff Orientation and Training

Rebecca Altepeter, head of school of Dearborn Academy, is responsible for coordinating and implementing new staff orientation and training.



New staff are not assigned left unmonitored with students until they have participated in all mandated trainings*, including those listed under criterion 12.2 a-k; training re: program philosophy; organization; program; practices; and goals.

Interns are provided the same training as all staff and are included in the orientation that precedes each school year as are any volunteers that may be left unmonitored with students.

Staff members who are hired after the yearly orientation in late August receive individual training from a member of the leadership team, overseen by the head of school, prior to being assigned direct care responsibilities for students. Interns who are accepted after the yearly orientation in late August receive individual training from a member of the leadership team and/or their clinical supervisor, overseen by the head of school, prior to being assigned direct care responsibilities for students.

Mandated/Required training list:

- Reporting abuse and neglect of students to DFC and/or DPPC
- Student discipline and behavior support procedures, including de-escalation
- Restraint policy**
- Runaway policy
- Emergency procedures for evacuation drills, emergency drills, utilization of the alarm system and evacuations in instances of fire or natural disaster
- Civil rights responsibilities (discrimination and harassment) regarding race, color, sex, gender, gender identity, religion, natural origin, sexual orientation, disability and homelessness
- Bullying prevention and intervention
- Information about student medication and side effects
- Transportation safety
- Student record policies and confidentiality
- How learning standards of the Mass Curriculum Frameworks are incorporated into our instruction
- Including all students in MCAS and/or alternative assessments

While all staff are informed about the physical restraint policy, only a small group of staff members are identified and trained to administer restraints. These staff receive the restraint training per policy 9.4, within 30 days of employment and/or new expectation that they join the group of staff that may be called upon to administer restraint.

Supervision of Students

The duties and responsibilities of all staff are indicated in their respective job descriptions (available upon request). Staff are expected to work from 7:45AM-3:45PM. All staff have specific schedules they follow. These schedules ensure that students are supervised at all times (the schedules of each staff member are available, upon request).



Supervision of students begins at 8:15am, as students enter the school building. During this period of time, classroom teachers are in their classrooms ready to welcome students. Other staff, including milieu counselors, clinicians, and non-classroom teachers begin assuming coverage positions or posts where students enter the school. There are also staff assigned to greet students as they leave their vehicles (vans, cabs, cars, school buses, etc.) and those team members also communicate with the cab drivers about any problem that may have occurred on the way to school, and communicate these to the clinicians and other team members as needed.

Milieu counselors, clinicians and non-classroom teachers have other coverages during the day to ensure students are supervised at all times.

When staff are absent for any reason, their responsibilities are covered by other team members. If a student's clinician is out on a day when they are scheduled for individual therapy, they are assigned a class to attend. Other staff or administrators help out in classrooms when the teacher or assistant teacher is out. All staff are notified of absences and their assigned class/activity coverages before the start of the school day. The milieu coordinator is responsible for ensuring supervision of students at all times.

BULLYING PREVENTION AND INTERVENTION

Dearborn Academy Staff created this Bullying Prevention and Intervention Plan as required under M.G.L. c. 71, § 37O. The Plan's format parallels the draft Behavioral Health and Public Schools Framework, and is designed to meet all requirements of Massachusetts Anti-Bullying legislation. The Dearborn Academy Bullying Prevention Plan refers to students and members of the school staff, including, but not limited to educators, clinicians, administrators, school nurse, custodial and cafeteria staff, athletic coaches, advisors to an extracurricular club/activity and assistant teachers, interns and/or student teachers.

As required by state law and the requirements of the Department of Elementary and Secondary Education, at least once every four years beginning with 2015/16 school year, Dearborn Academy will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the head of school or their designee will annually report bullying incident data to the Department of Elementary and Secondary Education.



Prohibition Against Bullying and Retaliation

In keeping with Massachusetts Anti-bullying law, M.G.L. c. 71, § 37O(b), acts of bullying and cyberbullying are prohibited:

> (i) on school grounds and 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 through the use of technology or an electronic device owned, leased, or used by a school district or school, and
>
> (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

In addition to student-to-student bullying, the Bullying Law was amended to include bullying by any member of the school staff. This provision is effective with the start of the 2013-2014 Academic Year.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.



As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Leadership

The Dearborn Academy administration is responsible for the development and implementation of this plan. In developing this plan, we have relied heavily on the many structures and programming already in place at Dearborn to promote a positive school culture. They include our restorative practices, which have been in use for many years to teach and encourage positive connections among our students, repair relationships after conflicts and to promote our values of dignity and respect for all individuals in our community; and our use of student groups like our Gender and Sexuality Alliance (GSA) and Student Council.

A. Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the Plan was developed in consultation with teachers, school staff, professional support personnel, administrators, students, parents, and guardians. In all cases, consultation included, at a minimum, notice and a public comment period before the Plan was adopted.

B. Assessing Needs and Resources

The Plan is the Academy's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services.

In assessing needs specific to this program, Dearborn staff and administration completed a thorough review of events and behavior data to help identify patterns of behavior and areas of concern with regard to bullying and cyber-bullying. Through the caregiver advisory council and written surveys available online and through the mail, the views of parents and guardians of our students were solicited. Input from these sources informed decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Under the leadership of Dearborn administration these assessments were completed and incorporated into the Plan.

C. Planning and Oversight

The head of school and principal/clinical director are the primary leaders responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct; 9) leading the caregiver engagement efforts and drafting caregiver information materials; and 10) reviewing and updating the Plan each year, or more frequently. The head of school of Dearborn Academy will be informed and kept abreast about reports of bullying.



D. Pirority Statements

The school expects that all members of the school community will treat each other in a civil manner and with respect for differences. Some students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

The school is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. Our use of restorative practices are the cornerstone to our approach of fostering community and preventing bullying and harassment.

Training and Professional Development

A. Annual Staff Training on the Plan

Annual training for all school staff on the Plan is scheduled along with other state mandated trainings during orientation and includes: staff duties under the Plan; an overview of the steps that administrators follow upon receipt of a report of bullying or retaliation; and an overview of the bullying prevention curricula, including the use of restorative practices, to be offered throughout the school. Staff members hired after the start of the school year are trained before becoming responsible for the sole supervision of students.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be informed by research and will include information regarding:

(i) age-appropriate strategies to prevent bullying;
(ii) age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
(iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) information on the incidence and nature of cyberbullying; and
(vi) internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). A particular focus will be on the needs of students with autism or whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using restorative practices to build community and repair relationships after conflict;
- teaching students skills including positive communication;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- learning the definitions in this Plan, including what qualifies as bullying/cyberbullying and retaliation and their duties with regards to reporting

C. Written Notice to Staff

The school will provide all staff with an annual written notice of the Plan by publishing information about it and including sections related to staff duties and bullying of students by school staff in the orientation material and policies and procedures handbook.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, Dearborn Academy has established procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, caregivers, and staff – know what will happen when incidents of bullying occur.

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, caregivers, or others, and may be verbal or written. Verbal reports made by or to a staff member shall be recorded in writing. A staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, caregivers, or other individuals who are not staff members, may be made anonymously. The school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, voicemail, and email.

Use of an Incident Reporting Form is not required as a condition of making a report. The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available at the reception desk, in clinicians' offices, and the school nurse's office; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school will provide the school community, including administrators, staff, students, bus drivers, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal, will be incorporated in student and staff handbooks, on the school website, and in information about the Plan that is made available to caregivers.

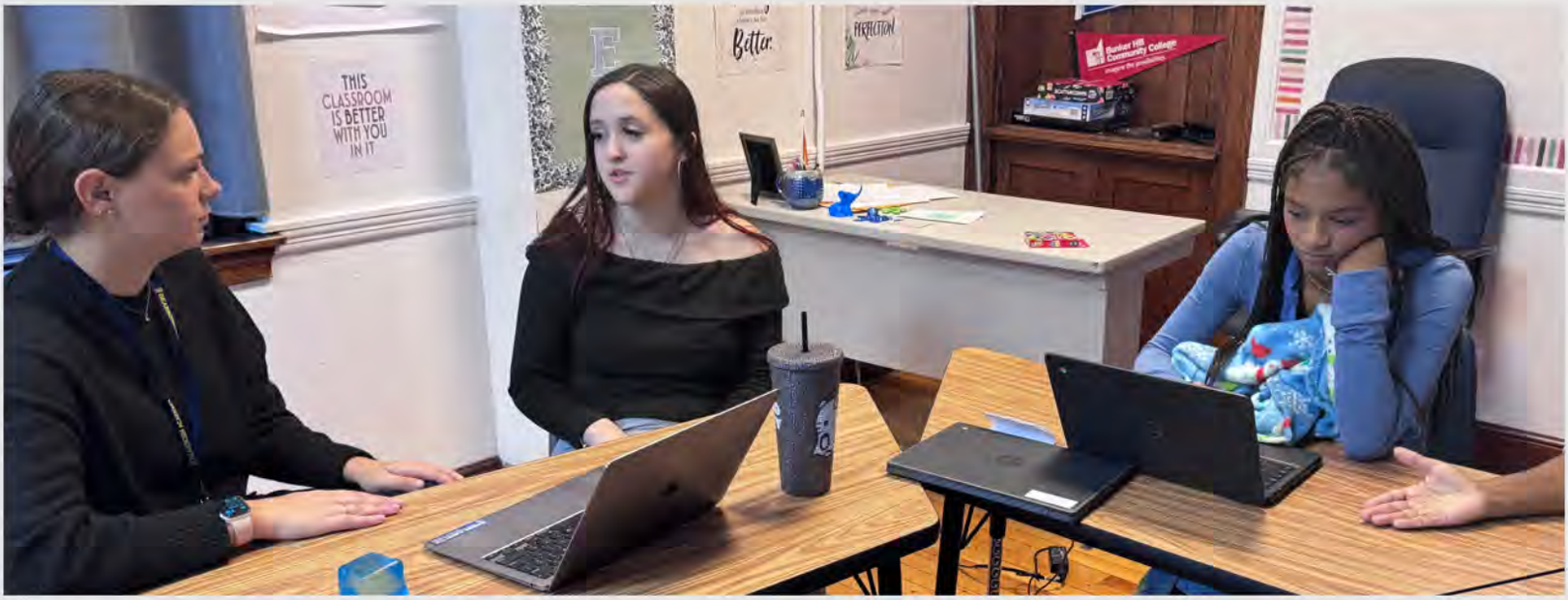
1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the executive director or designee when the principal, head of school, or the director of curriculum and instruction is the alleged aggressor, or to the Board of Trustees or designee when the executive director is the alleged aggressor when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.



2. Reporting by Students, Parents or Guardians, and Others

Dearborn Academy expects students, caregivers, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to an administrator. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, caregivers, and others may request assistance from a staff member to complete a written report. Students may report and discuss an incident of bullying with any staff member, with their clinician, or with an administrator. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or executive director or designee when the principal or director of curriculum and instruction is the alleged aggressor. In all such cases the school's policy regarding confidentiality applies. Information which might affect the safety of others cannot be held in confidence.



B. Responding to a Report of Bullying or Retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, administration will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus;.

and identifying a staff member who will act as a "safe person" for the target. Administrators will take additional steps to promote safety during the course of and after the investigation, as necessary.

Administration will implement appropriate strategies for protecting a student from bullying or retaliation who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligation to Notify Others

Notice to Caregivers

Upon determining that bullying or retaliation has occurred, administration will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which an administrator contacts caregivers prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.



Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the administrator first informed of the incident will promptly notify by telephone an administrator of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.



Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if administration has a reasonable basis to believe that a law has been violated, the administrator will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and established agreements with the Newton police. Also, if an incident occurs on school grounds and involves a former student, the administrator shall contact the local law enforcement agency if they have a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, administration will, consistent with the Plan and with applicable school and procedures, consult with other individuals the administration deems appropriate.



C. Investigation

Administration will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation administration will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the administration or other staff members. To the extent practicable, and given their obligation to investigate and address the matter, administration will maintain confidentiality during the investigative process. An administrator will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, administrators will consult with legal counsel about the investigation.

If the head of school is the alleged aggressor, the executive director of Schools for Children, Inc., Dearborn Academy's parent organization, must be immediately notified and will consult with legal counsel and conduct an investigation. The executive director has the right to suspend the head of school with or without pay during the investigation. The executive director will take responsibility for facilitating all aspects of the Plan or designating an on-site administrator to facilitate some of the aspects of the plan should the executive director determine that the on-site administrator is a neutral party able to act on behalf of the target without influence from the head of school.

D. Determination

Administration will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, administration will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. Administrators will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, administration may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's caregivers, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

Administration will promptly notify the caregiver(s) of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to caregivers will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, administrators cannot report specific information to the target's caregiver(s) about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The head of school will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats. Any parent wishing to file a claim/concern or seeking assistance outside of the school may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: https://www.doe.mass.edu/prs/, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Administration will collect and report the following data to the Department: 1)the number of reported allegations of bullying or retaliation; 2)the number and nature of substantiated incidents of bullying and retaliation; 3)the number of students disciplined for engaging in bullying or retaliation, and 4)other information required by the Department.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skill Building

Upon a determination that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the school may consider include:

- offering individualized skill-building sessions based on the school's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic supports to help students understand prosocial ways to achieve their goals;
- meeting with caregivers to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If administrators decide that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If administration determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

Dearborn administration will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, an administrator will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, administrators will work with appropriate school staff to implement them immediately.

Access to Resources and Services

A. Identifying Resources

Dearborn Academy is well prepared to provide therapeutic and educational interventions in response to any report of bullying in our community. Immediately available resources include access to administration for students and caregivers, individual counseling with students' Dearborn clinician, restorative chats, email and phone contact between school and home, a well-established relationship with the Newton Police, the support and resources of students' sending school districts, and contact with all outside agencies involved in a student's life. Special attention is given to the implementation of restorative practices for both preventative and responsive interventions regarding community building and responses to bullying. Students and caregivers are provided with information regarding who to contact at the school for support upon admission, and students are instructed and reminded who they can ask for additional support in the event that their clinician is not available at any given time, or if they want to talk to someone besides or in addition to their assigned clinician.

B. Counseling and Other Services

At Dearborn each student is assigned a clinician. Students are scheduled to meet with their clinician one class period a week. In addition, clinicians make time to meet with their students on a regular and/or emergency basis upon request. If a student requires and/or requests clinical support when their assigned clinician is in a meeting, they can meet with another clinician or another member of the clinical team. Administrators, teachers, and support staff are also available to meet with students on an emergency basis. The development of trust and positive relationships with students is a key component of Dearborn policy and philosophy, and is emphasized in staff training. Community development is another key component of Dearborn programming. Staff model community-building behaviors throughout the day, in weekly community-building circles and during restorative chats.

C. Students with Special Vulnerabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development and/or the student may participate in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team considers what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to Outside Services

Dearborn Academy students and their families are frequently referred to outside services before entering Dearborn or while the student is enrolled here. In developing the Plan, Dearborn staff and administration will review our protocols for referring students and families to outside services.

E. Notification of DESE's Problem Resolution System

Caregivers of targets will be informed of the Department's problem resolution system Problem Resolution System Office, and as needed will provide them with an understanding of the process.

Academic and Non-Academic Activities

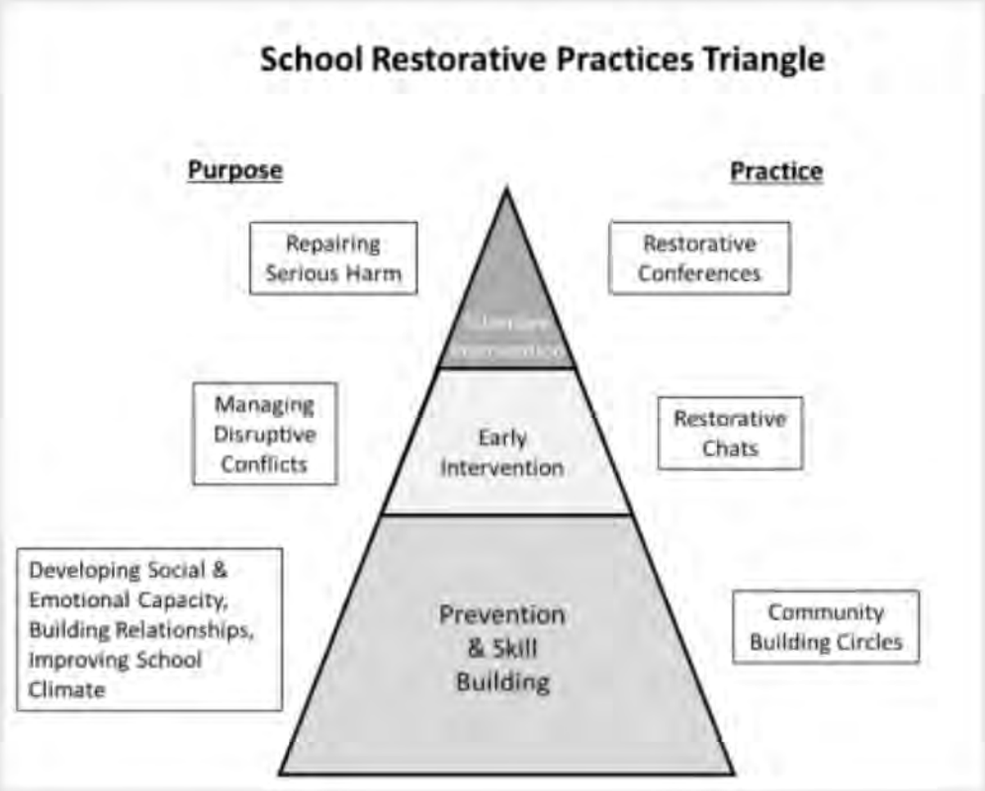
Relationships are at the heart of a positive school community. At Dearborn we value one another, ourselves, and our common goal of learning and thriving together. Our structures and programming are aimed to support this foundation -- in particular our use of restorative practices to build community and address conflicts as they arise.

Restorative practices focus on how to mend the harm done to relationships when a person has broken an agreed upon norm. This is in contrast to traditional school discipline models which focus on assigning negative consequences within the context of "broken rules." Teaching students and staff to use the structures and skills provided in the restorative practices framework reduces the isolation of time out and suspension seen in school communities that don't use restorative models and helps all members of the Dearborn Academy school community take responsibility for the safety and success of one another.

There are three main components of restorative practices, shown below in the diagram below, adapted from Brenda Morrison's book, Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation.







Community Circles help build relationships, reinforce community values and goals and provide the foundation necessary to successfully rebuild relationships when there are disagreements or conflicts. At Dearborn students participate in circles weekly and circles provide one structure for students to learn about bullying prevention.

Restorative Chats are used when conflicts arise, and students are provided the opportunity to restore the relationships using the following guiding questions:

Questions for Those Who Have Been Harmed

1. What happened?
2. What did you think when you realized what happened?
3. What was the impact of the incident on you? On others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Questions for Those Who Have Harmed

1. What happened?
2. What were you thinking at the time?
3. What have you thought about the situation since?
4. Who has been affected by what you have done? In what way?
5. What do you think you could do to make things right?

When more serious harms have been done, Restorative Conferences may be held. Many of the same questions used in chats are used in conferences, however conference planning is a more in-depth process and conferences are only held if the person who caused the harm is committed to taking responsibility and working to "make things right." Most conferences include adult caregivers and may include public school district representatives. Conferences are used, when indicated, to avoid suspension and/or termination from Dearborn.

In cases of bullying or harassment, there may be times when restorative practices are used instead of or in conjunction with more traditional methods of school discipline. Depending on the relationship between the student involved in a bullying or harassment incident, however, restorative practices may not be indicated. For example, if there is a power dynamic between the students, it may not be clinically appropriate for them to engage in the conversations that chats and conferences dictate, as they may further entrench the power dynamic and/or perpetuate the harm. In those instances, administrators may exclusively use more traditional and disciplinary methods such as suspension and/or planned or emergency termination.

A. Specific Bullying Prevention Approaches

Bullying prevention curricula will be informed by current research and will emphasize the following approaches:

- community building (including but not exclusively via restorative practices);
- active staff bullying- prevention committee;
- using scripts and role plays with students to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including students' safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is welcoming of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. Each year during Bullying Prevention Month, there is an added focus and teaching about bullying, cyberbullying, and how to prevent and respond to both and each year in the fall clinicians review the Plan with students 1:1 in clinical sessions.

B. General Teaching Approaches that Support Bullying Prevention Efforts

Staff at Dearborn Academy use the following approaches, among others, to underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with actual or perceived characteristics including race, color religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics
- using appropriate and positive supports, responses and reinforcement, even when students require discipline;
- developing positive relationships with students;
- modeling and teaching prosocial, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including restorative practices;
- teaching students to use the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.



Collaboration With Families

A. Parent Education and Resources

During the intake process and each September a student is enrolled at the School thereafter, clinicians will inform caregivers of the school's bullying prevention policy and curricula. During each annual IEP meeting, teams will consider a student's vulnerability to bullying and include specially designed instruction, accommodations and/or support beyond what is offered to the entire student body as necessary.

B. Notifcation Requirements

Each year the clinicians will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information will be available to parents or guardians in hard copy and electronic formats and in the language(s) most prevalent. The school will post the Plan and related information on its website.

Definitions as defined in M.G.L. c. 71, § 37O

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. Each year during Bullying Prevention Month, there is an added focus and teaching about bullying, cyberbullying, and how to prevent and respond to both and each year in the fall clinicians review the Plan with students 1:1 in clinical sessions.

Aggressor

A student or member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying

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

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to themself or of damage to their property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber Bullying

Bullying through the use of 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, § 37O for the legal definition of cyberbullying.

Hostile Environment

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
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.

School Staff
School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, maintenance personnel, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

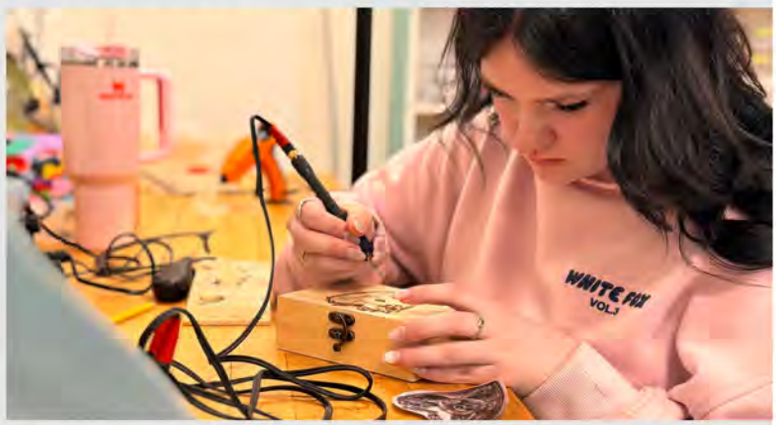
Target
A student against whom bullying, cyberbullying, or retaliation has been perpetrated.



Relationship to Other Laws
Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to Dearborn Academy or in obtaining the advantages, privileges and courses of study at the Academy on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or school district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, §§41 and 42, M.G.Lc 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.





Sample Bullying Incident Report Form

DEARBORN ACADEMY

575 Washington Street
Newton, MA 02458

Tel 781.641.5992
Fax 781.641.5997

III. CONCLUSIONS FROM THE INVESTIGATION

1. **Finding of bullying or retaliation:**

   ☐ **YES** ☐ **NO**

   ☐ **Bullying** ☐ **Incident documented as** _____

   ☐ **Retaliation** ☐ **Discipline referral only** _____

2. **Contacts:**

   ☐ **Target's parent/guardian** **Date:** _____ ☐ **Aggressor's parent/guardian** **Date:** _____

   ☐ **Target's District contact** **Date:** _____ ☐ **Aggressor's District contact** **Date:** _____

   ☐ **Law Enforcement** **Date:** _____

3. **Action Taken:**

   ☐ **Loss of Privileges** ☐ **Suspension**

   ☐ **Community Service** ☐ **Education** ☐ **Other** _____

4. **Describe Safety Planning:** _____

   Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

   Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date _____ **Report forwarded to Head of School: Date** _____
(If principal was not the investigator)

Signature and Title: _____ **Date:** _____

DEARBORN ACADEMY

575 Washington Street
Newton, MA 02458

Tel 781.641.5992
Fax 781.641.5997

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ **Date:** _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

II. INVESTIGATION

1. Investigator(s): _____ **Position(s):** _____

2. Interviews:

- ☐ **Interviewed aggressor** **Name:** _____ **Date:** _____
- ☐ **Interviewed target** **Name:** _____ **Date:** _____
- ☐ **Interviewed witnesses** **Name:** _____ **Date:** _____
  Name: _____ **Date:** _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

DEARBORN ACADEMY
575 Washington Street
Newton, MA 02458
Tel 781.641.5992
Fax 781.641.5997

III. CONCLUSIONS FROM THE INVESTIGATION

1. **Finding of bullying or retaliation:**

☐ YES	☐ NO
☐ Bullying	☐ Incident documented as _____
☐ Retaliation	☐ Discipline referral only_____

2. **Contacts:**

☐ Target's parent/guardian **Date:**_____ ☐ Aggressor's parent/guardian **Date:** _____

☐ Target's District contact **Date:** _____ ☐ Aggressor's District contact **Date:** _____

☐ Law Enforcement **Date:** _____

3. **Action Taken:**

☐ Loss of Privileges ☐ Suspension

☐ Community Service ☐ Education ☐ Other _____

4. **Describe Safety Planning:** _____

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date_____ **Report forwarded to Head of School: Date**_____
(If principal was not the investigator)

Signature and Title: _____ **Date:** _____

Prevention of Hazing

Hazing is defined as "Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person."

Hazing behaviors include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Any and all incidents of hazing behavior at Dearborn Academy, MUST be reported to the Principal, or other administrator, as soon as possible. Any student involved in such behavior will be subject to disciplinary action, including potential expulsion from the school. Penalties by law mandate that any organizer or participant in the crime of hazing shall be punished by a fine of up to three thousand dollars, or up to a year in prison, or both.

Additionally, anybody who knows that another person is the victim of hazing, or is at the scene of such crime, shall report such crime to Dearborn Administrators who will notify appropriate law enforcement as soon as reasonably practical. Failure to report this crime is punishable by a fine of one thousand dollars.



20 U.S.C. § 1681 states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Dearborn Academy is committed to the health, safety and welfare of our students and employees. We do not and will not tolerate any form of discrimination on the basis of sex in our educational program or activities. We are committed to fostering and maintaining an educational environment and workplace that is free from all forms of sexual misconduct, including sexual assault and harassment.

The policy covers all faculty, staff, board members and volunteers. The Head of School is designated as Dearborn Academy's Title IX, and Sexual Harassment Coordinator for the students, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for Dearborn Academy.



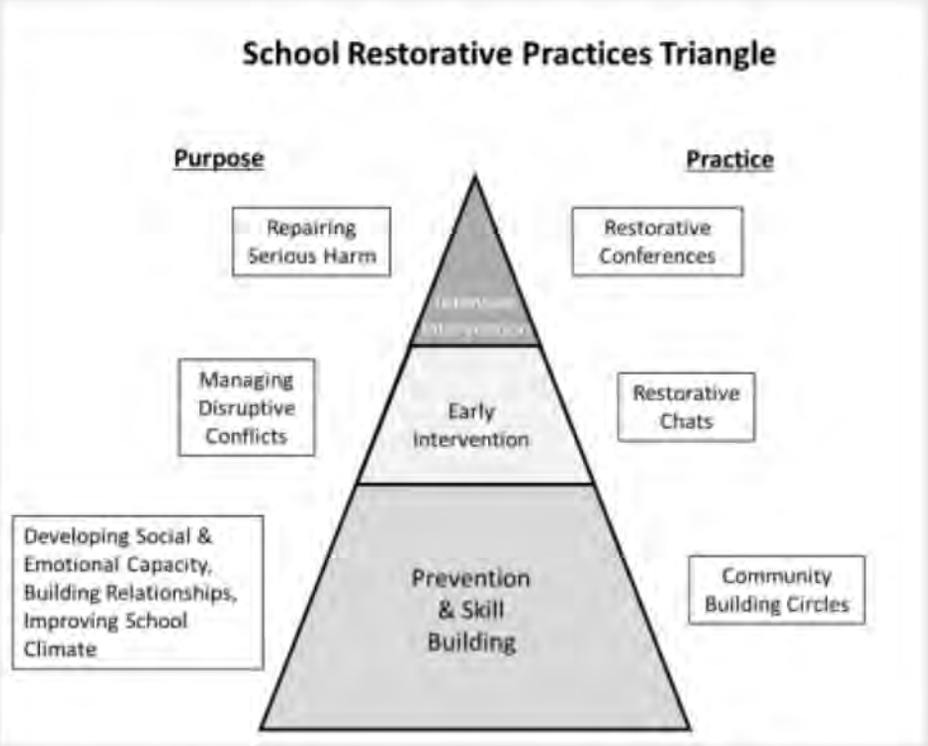
Policies and Procedures for Behaviorial Support

Relationships are at the heart of a positive school community. At Dearborn we value one another, ourselves, and our common goal of learning and thriving together. We maintain a policy in accordance with the state and Department of Elementary and Secondary Education's regulations and requirements regarding use of behavior support, including addressing time out, student violence and restraints.

Our structures and programming are aimed to support the foundation of strong relationships and building of skills to regulate the nervous system to reduce anxiety in order to maximize learning and connection.

We use restorative practices to build community, connections with others and to address conflicts as they arise. Restorative practices focus on how to mend the harm done to relationships when a person has broken an agreed upon norm. This is in contrast to traditional school discipline models which focus on assigning negative consequences within the context of "broken rules." Teaching students and staff to use the structures and skills provided in the restorative practices framework reduces the isolation of time out and suspension seen in school communities that don't use restorative models and helps all members of the Dearborn Academy school community take responsibility for the safety and success of one another.

There are three main components of restorative practices, shown in the diagram below, adapted from Brenda Morrison's book, Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation.



Community Circles help build relationships, reinforce community values and goals and provide the foundation necessary to successfully rebuild relationships when there are disagreements or conflicts. At Dearborn students participate in circles weekly.

Restorative Chats are used when conflicts arise, and students are provided the opportunity to restore the relationships using the following guiding questions:

Questions for Those Who Have Been Harmed

1. What happened?

2. What did you think when you realized what happened?

3. What was the impact of the incident on you? On others?

4. What has been the hardest thing for you?

5. What do you think needs to happen to make things right?

Questions for Those Who Have Harmed

1. What happened?

2. What were you thinking at the time?

3. What have you thought about the situation since?

4. Who has been affected by what you have done? In what way?

5. What do you think you could do to make things right?

When more serious harms have been done, Restorative Conferences may be held. Many of the same questions used in chats are used in conferences, however conference planning is a more in-depth process and conferences are only held if the person who caused the harm is committed to taking responsibility and working to "make things right." Most conferences include adult caregivers and may include public school district representatives. Conferences are used, when indicated, to avoid suspension and/or termination from Dearborn Academy.

Nervous system regulation skills are critical to our students' success in accessing the curricula and the life of school, including friendships. Students who attend Dearborn Academy suffer from anxiety, OCD and other disorders that cause internal distress and that have led to need for an out of district placement. Students receive regular instruction and coaching to use these skills both in clinical sessions and in the classroom and milieu. The goal is that as students get ready to move to less restrictive settings, they regularly use these in the classroom in unobservable ways (e.g., breathing, mindfulness). While they are still in the process of healing, they will sometimes need 1:1 help to practice the skills both in and outside of the classroom setting and they may need to use skills that are observable (e.g., walking, using ice, chewing gum, using fidgets).

Methods for Preventing Student Violence



Dearborn Academy is a trauma sensitive school that provides a safe, welcoming, therapeutic environment in which all staff are trained in the therapeutic approach to students and in crisis prevention, support, and intervention. If a concern about potential violence were to arise, the parent/guardian of the student will be informed. Students are under supervision throughout the school day, including during transitions and at the beginning and end of each school day. All staff are instructed to supervise students and to report any concerning behavior or conversations to administrators who then determine how to intervene if there is concern about a potential problem between or among students. Similarly, the school is in touch with the transportation vendors, and talks with drivers and monitors, and asks that all concerning information or behavior is transmitted to staff when vans arrive at the school or after they leave in the afternoon. A similar process then takes place as with overheard or seen school behavior or conversation that may be of cause for concern among students that travel on the same vehicle.

When it is determined that there is a conflict, even minor in nature, the goal is to resolve it so that students can learn critical self-advocacy, communication, and conflict resolution skills. The student or students who are thought to be involved meet with their counselor and/or milieu staff or administrator to determine the nature and of the challenge and develop a plan for its resolution, through the use of restorative chats, or in more serious situations, restorative conferences. Teachers and other staff are informed about the plan so that they can support the students.

Staff use texting and phone calls as needed so they are able to communicate with each other to ask for assistance as needed.

Clinicians are trained to identify students who may be displaying thinking, tendencies, or behaviors that suggest the risk of violence to self or others. This is reported to the clinical director/principal and head of school and the parent/guardian is alerted. If a student is thought to be at some risk to harm themselves or someone else, the school may call the local crisis team and/or recommend that the parent/guardian bring their child to the emergency department or crisis evaluation center for an assessment. If the student is deemed to be at imminent risk, a Dearborn Academy licensed independent clinical social worker (LICSW) who is so authorized, may complete a Section 12 resulting in an immediate transport to the hospital for evaluation. In this case, the school may call 911 prior to contacting the parent/guardian, if the student is deemed to be at imminent risk to themselves or others. The emergency services team assumes responsibility for the student upon arrival.

Methods for Preventing Self-Injurious Behavior and Suicide

In collaboration with a student's family and outside providers, students are taught techniques and alternatives to self-injurious behaviors. In addition, they are taught to access resources within the school when they are at risk, as well as accessing their outside resources during after school hours. The goal is always to support the ability of students to use strategies that allow them to remain at school engaged in learning.

Whenever it is learned that a student has engaged in self-injurious or other unsafe behavior either outside of school or within school, the student's clinician, clinical director, head of school and parent/guardian are always informed. The nurse is also alerted and sees the student, providing first aid and/or calling emergency services as necessary. Given the severity of the situation a parent/guardian may be asked to take the student for an evaluation and/or to access their outside team of providers. The school may contact the local crisis team, or follow the protocol below. When students return to school they are helped to reenter the regular program, and additional support may be put in place.



When a student voices suicidal ideation or makes any suicidal threat, the student's parent/guardian, clinician, director of clinical services, and head of school are immediately informed. All aspects of the situation are discussed and a clinician and/or school administrator then meet with the student to determine the severity of the situation. If it is deemed that the student is safe the parent/guardian is called and a plan to move forward is created. The plan may involve putting in more support for the remainder of the day or having the student picked up early if necessary to meet with an outside provider or be evaluated by a crisis team. If the student is deemed to be at imminent risk, a Dearborn Academy licensed independent clinical social worker (LICSW) who is so authorized, may complete a section 12 resulting in an immediate transport to the hospital for evaluation. In this case, the school may call 911 prior to contacting the parent/guardian, if the student is deemed to be at imminent risk to themselves or others. The emergency services team assumes responsibility for the student upon arrival.

Students are encouraged to share any concerns they may have with a trusted staff member, anonymously if necessary, about another student's safety so that staff can follow the protocol above to provide the appropriate support and interventions to the student in need.

Alternatives to Physical Restraint



Dearborn's alternatives to physical restraint start with providing all students with a safe, consistent and therapeutic environment in which all curricula are accessible and individualized to capitalize upon students' strengths, and students are helped to develop positive peer relationships. Dearborn provides a relational therapeutic environment that welcomes students and is focused on helping them feel positive and experience success.

Behavioral support is focused on teaching students to use skills that are both effective and expected for the situation and environment, in order to manage distress. All staff are trained in de-escalation techniques, including providing students time to express their feelings. Students are coached to use their skills and are provided with modeling.

Training Requirement for Staff

All staff receive training in restorative practices and de-escalation techniques during the first month of school. A smaller cohort of staff receive restraint training. For employees hired after the school year begins, behavior support training is provided and completed within one month of the date of hire of the employee.

While students at Dearborn Academy have not required restraint for many years, we follow the state and Department of Elementary and Secondary Education's regulations and policies, including staff training and all reporting and review procedures. In the unlikely emergency event that a student requires restraint, it would only be employed with extreme caution and as a very last resort. See 9.4, the restraint policy, for more information.

Training Requirements for Staff

All staff receive training in restorative practices and de-escalation techniques during the first month of school. A smaller cohort of staff receive restraint training. For employees hired after the school year begins, behavior support training is provided and completed within one month of the date of hire of the employee. Pursuant to 603 CMR 46.03(3), the PE, health and wellness teacher, or another staff member named by the head of school, is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The PE, health and wellness teacher attends a competency-based training that is at least sixteen (16) hours in length and attends at least one refresher training annually thereafter.

Procedure for Alternatives to the Use of Time Out

DESE defines time out as "a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming." Further, it mandates that: "During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. A time-out shall cease as soon as the student has calmed. Staff supervising the student should support co-regulation and closely monitor the student's physical cues, tone of voice, and demeanor to determine whether the student has calmed. Students should not be required to complete a specific task to demonstrate that they have calmed if their physical body, tone, and demeanor demonstrate regulation."

Dearborn staff are trained to teach and coach students to use skills to overcome the academic, social, and emotional challenges that arise and to regulate their nervous systems. Most students who attend Dearborn Academy struggle with intrusive thoughts that can cause significant distress, including thoughts of self harm. Some have learning challenges that cause or exacerbate that distress. Students' IEP goals include benchmarks to practice skills in order to reduce the impact of such thoughts and feelings. When students struggle with engagement as a result of these and other related mental health related stressers, and are unable to independently or with coaching and support use a skill from their IEP successfully in the classroom setting to regulate their nervous system, they may be asked to leave the classroom to practice the skill with a staff person and make a plan to re-engage with learning. Skills include deep breathing, use of ice, walking and distraction. Students practice these skills in a variety of places, depending on preference, availability, safety and access, including small instructional rooms, staff offices or outside including on the lawn, basketball court or porch. The staff that accompanies the student coaches them to use skills (co-regulation) and supervises them at all times while they are outside of the classroom. Depending on the time and the activity, the staff person may be a milieu counselor, assistant teacher, clinician, teacher, support staff or administrator.

Minutes spent using observable calming skills are tracked so that teams can review data for IEP progress and make adjustments to coaching and teaching of skills as appropriate.

Staff meet regularly, per the IEP consultation time in Grid A, to discuss students who are having difficulties in order to adapt strategies to help them remain in the classroom.

Meals are never withheld from students as a form of punishment for behavior. No student is denied or unreasonably delayed a meal for any reason other than medical prescriptions.







Every effort is made to include all students in special events and field trips. If for the safety of the student and/or the student's classmates an administrator decides the student cannot attend a trip, they will ensure the student is provided with alternative programming. Such programming is never to be punitive, and will include skill building activities focused on supporting the student to develop the skills to help them be successful attending future outings. When the student is missing an educational event, the programming will include a lesson related to the event topic so that the student does not miss critical instruction.

The head of school is responsible for the implementation of this policy. The head of school is responsible for ensuring that the behavior support policy and procedures are reviewed and are provided to all staff annually. Additionally, the behavior support policy and procedures are made available to parents/guardians of all enrolled students upon enrollment and annually.

Reporting Requirements and Follow Up Procedures

The student teams track the amount of time students spend out of class and off task. Teams use data regarding time out of class as one indicator of how students are progressing to inform IEP development.

The head of school or their designee shall make reasonable efforts to verbally inform the student's parent/guardian of the restraint within 24 hours of the event, and shall notify the parent/guardian by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the parent of a student is supplied with report cards and other necessary school-related information in a language other than English, the written restraint report is provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. The written report required by 603 CMR 46.06(2) and (3) shall include:



(**a**) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the director or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
(**b**) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
(**c**) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
(**d**) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
(**e**) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Dearborn Academy reports all restraint-related injuries to the Department via the Security Portal within three working school days.

Dearborn Academy collects and annually reports data to the Department regarding the use of physical restraints in a manner and form directed by the Department.



Procedure and Timeline for Receiving and Investigating Complaints Regarding Behavior Support Policies

Whenever a complaint is received regarding the program's behavior support policy it is brought to the principal and the head of school as soon as possible. A written report is provided to the principal and head of school no later than the next school working day. If the head of school administered the restraint, the report will be submitted to the executive director of Schools for Children for review. The parent/guardian is informed within 24 hours of the restraint and any complaints and/or injuries sustained in the restraint. Written reports to parent/guardian are made within three school working days of the restraint, by email or regular post and postmarked no later than three school working days. The report is provided in the language of the parent/guardian. All restraint- related injuries to students or staff are reported to the Department no later than three school working days of the restraint, with a copy of the school's record of physical restraints for the 30- day period prior. All restraints are reported to the Department annually, in the manner and form directed by the Department.



The head of school maintains an ongoing record of all reported physical restraints.

Procedures to be Followed for Implementing the Behavior Support Reporting Requirements

The head of school directly or through the principal or PE, Health and Wellness Teacher, ensures that staff are trained regarding the behavior support reporting requirements. All staff that work directly with students receive annual training in the week before school starts each fall. Staff that are hired after the start of the school year receive training within one month of hire.

The PE, Health and Wellness Teacher is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The PE, Health and Wellness Teacher attends a competency-based training that is at least sixteen (16) hours in length and attends at least one refresher training annually thereafter.

The PE, Health and Wellness Teacher is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The PE, Health and Wellness Teacher attends a competency-based training that is at least sixteen (16) hours in length and attends at least one refresher training annually thereafter.

The in-depth training in the proper administration of physical restraint included, but is not limited to:

(**a**) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
(**b**) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

(**c**) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
(**d**) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
(**e**) Demonstration by participants of proficiency in administering physical restraint; and,
(**f**) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

The head of school is responsible for reporting the use of any physical restraint as specified in 603 CMR 46.06(2) via the Security Portal. The staff member who administered the restraint shall verbally inform the principal and head of school of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal and head of school for review of the use of the restraint. If the principal has administered the restraint, they shall prepare the report and submit it to the head of school for review. The principal or their designee maintains an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent/guardian or the Department upon request.

The principal or their designee shall make reasonable efforts to verbally inform the student's parent/guardian of the restraint within 24 hours of the event, and shall notify the parent/guardian by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the parent of a student is supplied with report cards and other necessary school-related information in a language other than English, the written restraint report is provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. The written report required by 603 CMR 46.06(2) and (3) shall include:

(**a**) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the director or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
(**b**) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
(**c**) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
(**d**) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
(**e**) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Dearborn Academy reports all restraint-related injuries to the Department via the Security Portal within three working school days.

Dearborn Academy collects and annually reports data to the Department regarding the use of physical restraints in a manner and form directed by the Department.

Procedures for Making Both Oral and Written Notification to Parents

Program staff are in regular contact via phone and email with parents/guardians about the academic, social, and emotional progress of our students. When a student is having difficulty, the clinician or an administrator is responsible for contacting the parent/guardian to discuss the situation and to come up with potential solutions. If the problem persists a parent/guardian may be asked to come in for a meeting.

In the case of a restraint, the principal or their designee makes reasonable efforts to orally notify a parent of the use of restraint within 24 hours of the incident, and sends written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint.

Procedure for the Use of Time Out

Dearborn staff are trained to teach and coach students to use skills to overcome the inevitable academic and social challenges that arise for all learners. Students are never left alone and Dearborn Academy does not use time out. When students struggle with engagement and are unable to use a skill successfully in the classroom setting, even with support, they may be asked to leave the classroom to practice the skill and make a plan to re-engage with learning with a staff person. Students practice these skills in a variety of places, depending on preference, availability, safety and access, including small instructional rooms, staff offices or outside. The staff that accompanies the student coaches them to use skills to get ready to refocus on learning and supervises them at all times while they are outside of the classroom or otherwise separated from the group. Depending on the time and the activity, the staff person may be a milieu counselor, assistant teacher, clinician, teacher, support staff or administrator.

Staff meet regularly to discuss students who are having difficulties in order to adapt strategies to help them remain in the classroom.

Meals are never withheld from students as a form of punishment for behavior. No student shall be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

Every effort is made to include all students in special events and field trips. If for the safety of the student and/or the student's classmates an administrator decides the student cannot attend a trip, they will ensure the student is provided with alternative programming. Such programming is never to be punitive, and will include skill building activities focused on supporting the student to develop the skills to help them be successful attending future outings. When the student is missing an educational event, the programming will include a lesson related to the event topic so that the student does not miss critical instruction.

The head of school is responsible for the implementation of this policy. The head of school is responsible for ensuring that the behavior support policy and procedures are reviewed and are provided to all staff annually. Additionally, the behavior support policy and procedures are made available to parents/guardians of all enrolled students annually.







Physical Restraint

While students at Dearborn Academy have not required restraint for many years, we follow the state and Department of Elementary and Secondary Education's regulations and policies, including staff training and all reporting and review procedures, in the unlikely emergency event that a student requires restraint.

In accordance with 603 CMR 46.00, Dearborn Academy only administers physical restraint as a last resort in emergency situations when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and only after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution in order to prevent or minimize the risk of harm to the student as a result of the use of restraint. Nothing in 603 CMR 46.00 precludes any teacher, employees or agent of a publicly funded educational program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Methods for Engaging Parents/Guardians and Students in Discussion About Restraint Procedures

Via the enrollment packet provided at admissions and yearly thereafter, parents/guardians and students are informed about Dearborn Academy's restraint prevention, emergency seclusion and behavioral support policies and are asked to sign acknowledgement of them. Per request, they are provided with a copy of the policies. Parents/guardians of students at risk of or who have been restrained, and the students, are engaged in discussions about restraint and seclusion prevention and use in IEP meetings, phone calls and face to face meetings. Our goal is to work with families to teach stude

A Description and Explanation of the Methods of Physical Restraint Used by the Program in an Emergency Situation

Restraint occurs only after all reasonable efforts to de-escalate a situation have been attempted and failed to quell the threat of harm. These efforts include, whenever possible, warning the student that restraint will occur if they do not stop behaving in an unsafe manner.

Although the nature of each restraint situation might necessitate some variation, the typical restraint process follows the sequence below:

1. If the student does not cease dangerous behavior in response to redirection and de-escalation techniques, the student is warned clearly that persistence in the dangerous behavior may warrant restraint. When safe to do so, the student is given a short, defined amount of time to cease the dangerous behavior before other techniques are employed.
2. If the student continues to behave dangerously, restraint is employed in the least restrictive manner (basket hold, escort) until the student demonstrates that they are able to behave in a safe manner.
3. In situations where a restraint may be necessary, a student may be immobilized by one of the following techniques

- Physical escort (CPI transport)
- Standing hold (CPI-approved interim control)
- Baskethold (CPI children's control)
- CPI Team Control position

All restraint techniques involve the immobilization of a student. Staff members are trained to avoid squeezing or applying pressure to the body of a student apart from the leverage necessary to keep the student still.

Lifting and carrying students is avoided to safeguard against potential back injuries and other mishaps, which might occur as a result of trying to physically manage a student who is not in contact with a firm, stable surface.

Under no circumstances are techniques employed which are intended to cause pain or discomfort. Actions that are strictly prohibited include striking children, headlocks, any type of chokehold, full or half nelsons and the use of pressure points to cause pain.

During all restraints there is a designated leader who cues staff, monitors the safety of the student and the staff involved, communicates with the student, determines how the process should proceed, and when it is safe to release the student. Following all restraints, as with all behavioral interventions, the student is engaged in a therapeutic processing of the incident.

Seclusion, Medication Restraint, and Mechanical Restraint are Prohibited. Prone Restraint is Prohibited Unless Permission is Granted in Accord with CMR 46.03(1)(b).

Use of Restraint

Prohibition

(a) Mechanical restraint, medication restraint, and seclusion is prohibited.

(b) Prone restraint is prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;

2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

3. There are no medical contraindications as documented by a licensed physician;

4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

5. Dearborn Academy has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. Dearborn Academy has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, is an emergency procedure of last resort and is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions have failed or are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical Restraint Shall Not be Used:

(a) As a means of discipline or punishment;

(b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

(3) Limitations on use of restraint: physical restraint is limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

(4) Referral to law enforcement or other state agencies. Nothing in 603 CMR 46.00 prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Physical Restraint Policy and Procedures

Training

The restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention is reviewed annually and provided to program staff and made available to parents of enrolled students. The policy and procedures include:

(a) Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

(b) Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure;

(c) A description and explanation of Dearborn Academy's alternatives to physical restraint and method of physical restraint in emergency situations;

(d) A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion unless permitted pursuant to 603 CMR 46.07(2), and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;

(e) A description of Dearborn Academy's training requirements, reporting requirements, and follow-up procedures;

(f) A procedure for receiving and investigating complaints regarding restraint practices;

(g) A procedure for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6);

(h) A procedure for implementing the reporting requirements as described in 603 CMR 46.06;

(i) A procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint; and,

(j) A procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation.

The head of school ensures that all program staff are provided with training regarding Dearborn Academy's restraint prevention and behavior support policy and requirements when restraint is used. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. In addition to training that occurs at the beginning of each year, a review of restraint, behavior and crisis management and de-escalation is conducted in the middle of the year. Training includes information on the following:

(a) The role of the student, family, and staff in preventing restraint;

(b) Dearborn's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;



(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.



Training Shall Include Information on the Following:

(a) The role of the student, family, and staff in preventing restraint;

(b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-depth staff training in the use of physical restraint: the PE, health and wellness teacher, or another staff member named by the head of school, is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The PE, health and wellness teacher attends a competency-based training that is at least sixteen (16) hours in length and attends at least one refresher training annually thereafter.

Content of In-depth Training

In-depth training in the proper administration of physical restraint shall include, but not be limited to:

(a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;

(b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

(c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

(d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

(e) Demonstration by participants of proficiency in administering physical restraint; and,

(f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Proper Administration of Physical Restraint

(1) Trained personnel: only Dearborn Academy personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force: a person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method: a person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint: all physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements: additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, or sustained or prolonged crying and coughing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, Dearborn Academy will implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting requirements and follow-up procedures for reports to parents/guardians and the Department of Elementary and Secondary Education

The milieu coordinator reports the use and circumstances of any physical restraint as specified in 603 CMR 46.06(2) via the Security Portal. The program staff member who administered the restraint shall verbally inform the principal and head of school of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal and head of school for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to the head of school for review. The principal or their designee maintains an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent/guardian or the Department upon request.

The principal of the program or their designee shall make reasonable efforts to verbally inform the student's parent/guardian of the restraint within 24 hours of the event, and shall notify the parent/guardian by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the parent of a student is supplied with report cards and other necessary school-related information in a language other than English, the written restraint report is provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or head of school who was verbally informed following the restraint; and, as applicable, the name of the principal or head of school who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

earborn Academy reports all restraint-related injuries to a student or staff member to the Department. A copy of the written report required by 603 CMR 46.06(4) is postmarked no later than three working days of the administration of the restraint. Dearborn Academy also sends the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by Dearborn Academy is warranted and, if so, shall notify Dearborn Academy of any required actions within 30 calendar days of receipt of the required written report(s).

Dearborn Academy collects and annually reports data to the Department regarding the use of physical restraints in a manner and form directed by the Department.

Review of Restraint Data and Documentation

Dearborn Academy conducts a weekly review of restraint data, should any restraints have occurred, to identify students who have been restrained during the week. The review team includes the student's clinician, principal, milieu coordinator and all participants in the restraint. The goal of the meeting is to ensure that all procedures were followed and to review opportunities for restraint reduction.

The milieu coordinator conducts a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent/guardian about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by Dearborn Academy.



The head of school conducts a monthly review of school-wide restraint data. This review is done with the principal and the milieu coordinator. This review considers patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The head of school determines whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints. If the head of school participated in the restraint, the principal or other qualified individual designated by the SFC Executive Director or Board of Trustees will lead the review team's discussion. The principal ensures that a record of each individual student review is maintained and made available for review by the Department of Elementary and Secondary Education or the parent, upon request.



A Procedure for Receiving and Investigating Complaints Regarding Restraint Practices

A staff member is in receipt of a communication, written or oral, by a parent/guardian or other party concerning a complaint involving a restraint, that complaint is immediately brought to the attention of the principal, who immediately informs the head of school. An administrator calls the parent/guardian or the person who issued the complaint, if not the parent/guardian, to learn more about their concerns within 24 hours. The sequence of events leading to the restraint and information of the restraint itself is gathered together by reviewing the reports related to that restraint and by interviewing staff involved in the restraint. All efforts are made to address the concerns that were raised regarding the situation, and if need be a meeting is held to review the data and the concerns and to come to a resolution within two school days. If it is deemed appropriate, adjustments to the restraint procedure or reporting will be reviewed. Among the factors considered is to determine whether the restraint procedures were followed. If not, further training will be required as deemed appropriate. Written notification regarding the complaint resolution will be sent to all parties within three school days following the initial phone call or meeting (if there is one).

The principal or their designee maintains an ongoing record of all instances of physical restraint, which will be made available for review by the parents/guardians and Department of Elementary and Secondary Education upon request. The log of physical restraints is maintained in the office of the milieu coordinator.

Student Search Policy

This policy establishes the procedures Dearborn Academy will follow to ensure a safe learning environment which is free of all contraband, including illegal drugs, drug paraphernalia, alcohol, tobacco/e-cigarettes, weapons, and stolen property. These procedures are also established to ensure that each individual student has a reasonable right to privacy when attending school.

Any student who is under reasonable suspicion of having contraband, including illegal drugs, drug paraphernalia, alcohol, tobacco/e- cigarettes, weapons, and stolen property, or an item that may not be permitted in school, will be subject to a search. The student will be brought to an administrator's office or another private space with their belongings. All searches will be performed in the presence of at least two staff members.

During the search, the student will be asked to empty out all pockets and hand all bags and coats to one of the staff members leading the search. Bags, coats, hats, the contents of the student's pockets, shoes and socks are among the items that may be inspected. If necessary, a student's desk, classroom, or other common areas will be searched, including any student belonging that may have been left in the classroom. At no time will a student be asked to reveal any skin not already revealed by their clothing, with the exception of removing a head covering, as long as it is not worn for religious purposes.

The consequences for theft, or possession of illegal drugs, alcohol, weapons, or stolen property are covered in separate policies. Any student who refuses a search may be suspended, and may be required to reenter the program following a meeting that includes their parent/guardian and public school district representative.

At this meeting the student will be asked to sign an agreement indicating their understanding of the search policy and agreement to cooperate with future searches.

In order to protect the safety of the environment, Dearborn Academy reserves the right to involve the local police authorities in such situations at its discretion.

Suspension Policy

Dearborn Academy's Student Handbook includes the suspension policy, and is provided to all students and families, or the human service agency that placed the student, upon admission. The policy conforms to the federal requirements on discipline pursuant to 34 CFR §300.

Any time a student is suspended the following procedures will be followed:



1. The student's parent/guardian is notified, or the Department of Social Services as appropriate, and the public school or human service agency responsible for the placement, and appropriate transportation is arranged to send the student home (for an out-of-school suspension). No student is sent home unless a responsible adult is available to receive the student.

2. A date for the reentry of the student will be determined.

3. Within 24 hours a suspension report is completed and sent out to the student's parent/guardian, or the Department of Social Services as appropriate, and the public school or human service agency responsible for the placement.

4. The suspension report is then filed in the student's file and the suspension is recorded in the suspension log.

5. Services will be provided during any disciplinary removal, regardless of length, consistent with state law requirements. Those services may be provided via video conference, phone and/or Google classroom or other technology consistent with the instruction in the classroom and with accommodations provided per the student's IEP.

3- 5 Day Suspension Policy



When a student receives a suspension of three consecutive days, or five non-consecutive days, the following additional procedures will be followed:

1. The school, parent/guardian and public school will discuss the student's program and determine if any modifications are warranted and possible. The purpose of this discussion is to prevent more lengthy suspensions of the student from the program by implementing additional or alternative measures to prevent the behavior that caused suspension.

2. Should circumstances of the suspension(s) require a longer suspension from school, the IEP coordinator will inform the school district for the purpose of re-convening the IEP team to develop an interim plan to provide for the student's education.



Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, Dearborn Academy, parents/guardians and/or or the human service agency responsible for the placement, and public school district, consistent with federal requirements, shall explore together all possible program modifications within Dearborn Academy in an attempt to prevent total suspension of the student from the program.

10-Day Suspension Policy

The following procedures are to be followed when a student's suspension exceeds 10 consecutive days or a pattern has developed that is likely to result in more than 10 cumulative days of suspension.

1. The IEP coordinator will contact the student's school district and request that an IEP team meeting be scheduled.

2. Pursuant to 603 CMR 18.05(6), once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent total suspension of the student from the program.

Termination Policy

Upon admission of a student pursuant to 603 CMR 28.00, Dearborn Academy shall ascertain a school district contact person. Dearborn Academy shall keep such person informed of the progress of the student and shall notify that person immediately if termination or discharge of the student is being discussed.

Dearborn Academy shall, at the time of admission, make a commitment to the public school district or appropriate human service agency that it will try every available means to maintain the student's placement until the local Administrator of Special Education or officials of the appropriate human service agency have had sufficient time to search for an alternative placement.

Planned Termination

Planned termination may occur for a variety of reasons. These may include that the student has met the IEP goals and objectives and is ready to move to a less restrictive setting; or that the student is unable to utilize the services offered at Dearborn to meet their IEP goals and objectives.

Except in emergency cases, Dearborn Academy shall notify the school district of the need for an IEP review meeting. The school district shall arrange such meeting and provide to all parties including the parent and if appropriate, the student, notice of this meeting ten days in advance of the intended date of the meeting. The meeting shall be held for the purpose of planning and developing a written termination plan for the student.

The plan shall describe the student's specific program needs, the short and long term educational goals of the program, and recommendations for follow-up and/or transitional services.

Dearborn Academy shall thoroughly explain termination procedures to the student, the parent/guardian, the Administrator of Special Education and officials of the appropriate human service agency.

The written termination plan shall be implemented in no less than 30 days unless all parties agree to an earlier termination date.

In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of themself or others, Dearborn Academy shall follow the procedures required under 603 CMR 28.09(12).

Emergency Termination

Any student who behaves in a manner that seriously jeopardizes the safety of any member of the school community may be terminated from the program on an emergency basis. In the event such behavior occurs, the following process will ensue:



In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of themself or others, Dearborn Academy shall follow the procedures required under 603 CMR 28.09(12). Specifically, Dearborn Academy shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. The head of school will immediately notify DESE via Form 2. At the request of the public school district, the special education school shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of Dearborn Academy and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Prior, Immediate Notification and Incident Reporting

Dearborn Academy follows the Department of Elementary and Secondary Education policy of Immediate Notification to immediately notify the Department via CHAMP, and informing parents/guardians, school district special education administrators, state agencies involved with students' care or placement, of serious incidents occurring during the school day that affect any Dearborn student (including those who are from out-of-state and/or privately funded) including:

1. Unexpected building change as a result of an emergency
2. Closure of a program or site

Dearborn Academy follows the Department of Elementary and Secondary Education policy of providing fifteen (15) business days' notification via CHAMP for:

1. 20% decrease in enrollment of students based on the most recently approved DESE student enrollment
2. Vacancy in an approved staff position not filled by another appropriately licensed or waivered staff person that has a direct impact on the service delivery to students
3. Change in the approved special education school program's ownership.
4. Change in the approved special education school program's name

Dearborn Academy follows the Department of Elementary and Secondary Education policy of seeking prior approval via CHAMP for:

1. Proposed changes to program building(s)/physical facilities that are not due to an emergency, but are related to relocation, renovation, or expansion of building(s)
2. Request to increase or decrease the ages of the students OR change the gender of students being served
3. Each proposed 20% increase in enrollment of students based on the most recently approved DESE student enrollment
4. Adding, eliminating, or changing staff position



Dearborn Academy follows the Department of Elementary and Secondary Education policy of Incident Reporting to immediately notify the Department via CHAMP:

1. The filing of a 51-A report with the Department of Children and Families (DCF) OR a complaint to the Disabled Persons Protection Commission (DPPC) against the school or a school staff member for alleged abuse or neglect of any student;
2. The hospitalization of a student (including outpatient emergency room and urgent care visits) due to physical injury at school or PREVIOUSLY UNKNOWN illness, accident, or disorder which occurs while the student is in the program;
3. A student run from the program; and
4. Any other incident of a serious nature that involves a student. (Some examples include: any police involvement, any media involvement, weapons, fire setting, alcohol or drug possession or use while in the program).

The following must be submitted during the day and residential hours:

1. The death of any student (immediate verbal notification to the student's parent(s)/guardian(s), responsible public school district, Department of Elementary and Secondary Education, and any other state agency involved in the education and care of this student).
2. The emergency termination of a student pursuant to 28.09(12)(b).

Incident reports will be maintained in the student records.

Dearborn will immediately submit all required information as specified within the Department's reporting system. If, however, not all required documentation is immediately available (e.g., internal investigation and outcome), the head of school will ensure the Department is immediately notified and that supporting documentation is submitted as soon as possible along with specific reference to the incident report for which the documentation is being submitted. Dearborn Academy will follow the CHAMP electronic submission requirements, submit required information and documentation as stated on the guidance forms, and respond to any requests made by the Department for any additional information. The person responsible for implementing these notifications is the head of school, Rebecca Altepeter. The head of school may delegate the filing of the notification via the WBMS to the principal or an administrative assistant after approving the documentation.



DEARBORN ACADEMY

Other Important School Information

Graduation Requirements

Dearborn Academy adheres to the MassCore graduation requirements in order to ensure that graduating students qualify for admission to the Massachusetts State Schools.

Total credits: 106

Academic credits

- **4 years of English (20 credits)**
- **4 years of Math (20 credits)**
- **3 years of Science (15 credits, including one lab based)**
- **3 years of History (15 credits, including one US History, one World History, and the completion of the Civics Project)**
- **2 years of Spanish* (6 credits- this can be determined by the IEP to be removed)**

Non-Academic credits

- **1 credit of Art**
- **4 credits of PE**
- **1 credit of Health**
- **24 additional credits (this includes 4 credits of college & career education, 2 credits college & career counseling, and 4 credits of affective education)**



Dearborn Academy Program of Studies

Graduation Requirements Adapted from: MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	**NOTES**	**Credits**
English Language Arts		4 Years (*20 credits*)
Mathematics	Including completion of Algebra II or the Integrated Mathematics equivalent.	4 Years (*20 credits*)
Science	Coursework in technology/engineering courses may also count for MassCore science credit. Must include at least 2 years of a lab science	3 Years (*12 credits*)
History and Social Science	Including U.S. History and World History.	3 Years (*12 credits*)
Physical Education & Wellness	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).	4 Years (*4 credits*)
Arts		1 Year (*1 credits*)
Additional Core Courses		(21 credits)
Credit total		90 credits

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

DEARBORN ACADEMY

High School Program of Studies

Updated Competency Determination Requirements

Requirements for Students

Under state law, all students seeking to earn a high school diploma must meet (1) the CD requirements as well as (2) the local graduation requirements.

Sample Course Plan

	English	Math	Science	History
9th	English 9	Integrated Math I	Biology	US History I
10th	English 10	Integrated Math II	Physics or Chemistry	Modern World History
11th	English 11	Integrated Math III	Physics or Chemistry	US History II
12th	English 12	Precalculus	Science Elective	History Elective

Course Lists

Note: Given the size of our school, not all courses listed are offered each academic year. Course offerings are based on current student population needs.

English Language Arts

ELA Courses		
English 9-12	Full Year	5 Credits
Please refer to the Massachusetts State Standards in English Language Arts & Literacy 2016: https://www.doe.mass.edu/frameworks/ela/2017-06.pdf		
English Electives		
Humanities	Full Year	4 Credits
This course focuses on reading and writing from an interdisciplinary perspective. Coursework topics range from current events, history, visual arts, and philosophical movements to creative writing exercises. Students work to hone their research, writing, and critical thinking skills through projects, short stories, articles, and essay writing.		
Standards of News/Media	Full Year	3 Credits

Literacy		
This course helps students develop their critical thinking skills towards understanding news media, analyzing perspectives, discerning fact from opinion, and the myriad ways media content can influence our thinking.		

Mathematics

Math Courses		
Integrated Math I	Full Year	5 Credits
The fundamental purpose of the Model Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. For the high school Model Mathematics I course, instructional time should focus on six critical areas, each of which is described in more detail below: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.		
Integrated Math II	Full Year	5 Credits
The focus of the Model Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Model Mathematics I. For the high school Model Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.		
Integrated Math III	Full Year	5 Credits
It is in the Model Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. For the high school Model Mathematics III course, instructional time should focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions;26 (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.		
Personal Financial Literacy	Full Year	5 Credits

This course builds on standards from the Massachusetts Curriculum Frameworks associated with the following topics addressed in the law: (1) loans; (2) interest and interest accrual; (3) credit card debt; (4) online commerce; (5) rights and responsibilities of renting or buying a home; (6) saving, investing and planning for retirement; (7) the role of banking and financial services; (8) balancing a checkbook; (9) state and federal taxes; (10) charitable giving; (11) evaluating media content, including online content, that relates to personal finance matters; and (12) saving, investing and planning for higher education or professional training. This class can be counted as high school credit for Math or for History/Social Studies.

Advanced Math/Precalculus	Full Year	5 Credits
Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Because the standards for this course are (+) standards, students selecting this Model Precalculus course should have met the college and career ready standards. For the high school Model Precalculus course, instructional time should focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.		

History & Social Sciences

History/Social Studies Courses		
US History I (fulfills civics requirements)	Full Year	4 Credits
Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as "What are some examples of continuity and change in the first 150 years of United States history?" Additional supporting questions appear under each topic. The questions are included to stimulate teachers' and students' own questions for discussion and research.		
US History II	Full Year	4 Credits
Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the		

Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, "How has the United States government responded to economic crises?" and "What are the sources of political and cultural differences in the modern United States?" Additional supporting questions appear under each topic. The questions are included to stimulate teachers' and students' own questions for discussion and research.		
World History I	Full Year	4 Credits
Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. They study these topics by researching and exploring guiding questions such as, "How do ideas migrate across cultures?" and "What brings about change in societies?" Additional supporting questions appear under each topic. The questions are included to stimulate teachers' and students' own questions for discussion and research.		
Modern World History	Full Year	4 Credits
Building on their understanding of world geography and civilizations from middle school and World History I, students study world history from approximately 1700 to the present by researching guiding questions such as, "What are the connections between industrialization and imperialism?" and "What does it mean to be modern?" Additional supporting questions appear under each topic. The questions are included to stimulate teachers' and students' own questions for discussion and research.		
Civics (ended 2024)	Full Year	4 Credits
This course is designed to provide students with a practical and academic knowledge of the workings of government, the political system, the legal system, civil liberties, and the Constitution. Students will also examine core civics concepts such as community engagement and the ways individuals and groups affect change.		
History Electives		
Humanities	Full Year	4 Credits
This course focuses on reading and writing from an interdisciplinary perspective. Coursework topics range from current events, history, visual arts, and philosophical movements to creative writing exercises. Students work to hone their research, writing, and critical thinking skills through projects, short stories, articles, and essay writing.		
Standards of News/Media Literacy	Full Year	3 Credits
This course helps students develop their critical thinking skills towards understanding news media, analyzing perspectives, discerning fact from opinion, and the myriad ways media		

content can influence our thinking.

Science

Science Courses		
Biology	Full Year	4 Credits
From molecules to organisms: structures and processes standards help students formulate an answer to the question, "How do organisms live and grow?" Students demonstrate that they can use investigations and gather evidence to support explanations of cell function and reproduction. They understand the role of proteins as essential to the work of the cell and living systems. Students can use models to explain photosynthesis, respiration, and the cycling of matter and flow of energy in living organisms. The cellular processes can be used as a model for understanding the hierarchical organization of organisms. Standards focused on **ecosystems: interactions, energy, and dynamics** help students formulate an answer to the question, "How and why do organisms interact with their environment, and what are the effects of these interactions?" Students can use mathematical reasoning to demonstrate understanding of fundamental concepts of carrying capacity, factors affecting biodiversity and populations, and the cycling of matter and flow of energy among organisms in an ecosystem. These models support students' conceptual understanding of systems and their ability to develop design solutions to reduce the impact of human activities on the environment and maintain biodiversity. **Heredity: inheritance and variation of traits** standards help students formulate answers to the questions: "How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?" Students are able to ask questions, make and defend a claim, and use concepts of probability to explain the genetic variation in a population. Students demonstrate understanding of why individuals of the same species vary in how they look and function. Students can explain the mechanisms of genetic inheritance and describe the environmental and genetic causes of gene mutation and the alteration of gene expression. Standards for **biological evolution: unity and diversity** help students formulate an answer to the question, "What evidence shows that different species are related?" Students construct explanations for the processes of natural selection and evolution and communicate how multiple lines of evidence support these explanations. Students can evaluate evidence of the conditions that may result in new species and understand the role of genetic variation in natural selection. Additionally, students can apply concepts of probability to explain trends in populations as those trends relate to advantageous heritable traits in a specific environment.		
Chemistry	Full Year	4 Credits
The major focus of chemistry is on **matter and its interactions**. Students develop both		

molecular and sub-atomic models of matter and learn to rely on the periodic table as a powerful model for predicting a wide variety of properties of elements and compounds. Students develop greater capacity for building multi-step linear causal explanations by using a combination of the periodic table model and Coulomb's law to predict and explain qualitative comparisons of bond energies. They also consider spatial arrangements of ions in crystal structures and covalent bonds in molecules, and the relative favorability of energy changes required to rearrange components. Students reason about timescales in the context of a collision theory model, and consider how altering external conditions, chemical concentrations, and ways of introducing reactants to a system can be manipulated to control chemical processes. Students refine their understanding of conservation of matter by making quantitative predictions of theoretical yields if reactions are driven to completion using stoichiometric molar proportions and molar mass calculations. They also practice using two major models of reaction processes, the Bronsted-Lowry acid-base reaction model and the oxidation-reduction reaction model, to explain reaction patterns observed in many common phenomena in the natural world.

Standards for **motion and stability**: forces and interactions help students explain structure-property relationships in terms of forces and interactions, and to consider the energetic stabilities of structures as a driving force in predicting a variety of observable response properties. Water's role as a common solvent is a central example in using molecular-level intermolecular bonding structure arguments to explain the relative solubilities of different ionic compounds. Intermolecular bonding is also explored in rationalizing why some classes of substances are better than others for specific practical uses, and designing molecular level structural specifications of substances that could have desired properties. Students also build on the basic particle model of matter studied in middle school to add quantitative predictions of externally controllable or measurable properties of gases.

Standards about **energy** help students demonstrate understanding of energy transfer and dissipation of energy in chemical systems. Students rationalize observations of endothermic and exothermic changes in terms of energy required to break and form chemical bonds when structural rearrangements occur in chemical processes.

Introductory Physics	Full Year	4 Credits

Standards on **motion and stability**: forces and interactions support students' understanding of ideas related to why some objects move in certain ways, why objects change their motion, and why some materials are attracted to each other while others are not. This core idea helps students answer the question, "How can one explain and predict interactions between objects and within systems of objects?" Students are able to demonstrate their understanding by applying scientific and engineering ideas related to Newton's second law, total momentum, conservation, system analysis, and gravitational and electrostatic forces.

A focus on **energy** develops students' understanding of energy at both the macroscopic and atomic scales that can be accounted for as either motions of particles or energy stored in fields. This core idea helps students answer the question, "How is energy transferred and

conserved?" Energy is understood as a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system; the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students apply their understanding to explain situations that involve conservation of energy, energy transfer, and tracing the relationship between energy and forces.

Standards on **waves and their applications in technologies for information transfer** support students' understanding of the physical principles used in a wide variety of existing and emerging technologies. As such, this core idea helps students answer the question, "How are waves used to transfer energy and send and store information?" Students are able to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales. They develop and use models of electromagnetic radiation, as either a wave of changing electric and magnetic fields or as particles. Students understand that combining waves of different frequencies can make a wide variety of patterns and thereby encode and transmit information. They can demonstrate their understanding by explaining how the principles of wave behavior and wave interactions with matter are used in technological devices to transmit and capture information and energy.

Comparative Anatomy	Full Year	4 Credits

Advanced biology course: Students learn about the various systems of the human body, one by one: how they are structured, what their function is, how they coordinate with other systems, how they develop over time, etc. Then, they learn a little about how the system evolved, and how other creatures have systems that are similar and different, studying specific examples of related and contrasting systems in specific other creatures.

Earth & Environmental Science	Full Year	4 Credits

Advanced science course, elective college credit through Lasell University: Earth and environmental science is an interdisciplinary course, lying at the intersection of biology, physics, chemistry, geology, astronomy, and more. Students in this class will learn the fundamentals of how these intersecting branches of science govern the world around us, focusing on the applications of prior concepts from each of the fundamental sciences to encourage students to think about science through the lens of a scientist. Topics range from covering the formation of the Earth to climatology to ecosystems and more.

Earth and environmental science provides a broad and diverse subject matter through which students can practice science media literacy. Students access a variety of media – news articles, radio recordings, video, etc – to discuss relevant and current scientific findings related to the current unit. Students are encouraged to think both literally (e.g. "what is explicitly stated as fact in this article?") and critically (e.g. "what impact could this finding have?") about materials, and students are encouraged to form and argue fact-based opinions

Coursework includes but is not limited to lecture-style discussions, hands-on experiments,

and computer simulations. Students are encouraged to share their knowledge in two semester-long research projects that require them to write a short essay and present a short presentation to the class about a scientific topic of interest to them. While taught in Dearborn Academy classrooms, this course offers students the opportunity to enter college with course credit provided by collaboration with Lasell College. The time in class is expanded from one college semester to a full year, enabling the inclusion of academic support structures.

Science Electives		
Ecology	Semester	1.5 credits per semester
Ecology at Dearborn studies the interaction between different forms of life in our world. Class work is participatory and includes many hands-on activities. Students work with plants both indoors and outdoors and use the microscope to study animals and insects native to our local ecosystems.		

Physical Education & Wellness

PE/Wellness Courses		
PE 9-12	Full Year	1 credit
Health 9-12	Semester	1 credit
Team Sports	Semester	0.5 credit

Visual & Performing Arts

Visual & Performing Arts Courses		
Visual Arts	Semester	0.5 credits
Jewelry	Semester	0.5 credits
Woodworking	Semester	0.5 credits
Metalworking	Semester	0.5 credits
Power Mechanics	Semester	0.5 credits
Clothing Design	Semester	0.5 credits
Pottery	Semester	0.5 credits

Photography	Semester	0.5 credits
Sculpture	Semester	0.5 credits
Expressive Arts	Semester	0.5 credits
Portfolio Arts	Semester	0.5 credits
Music	Semester	0.5 credits

Transitional Services & Guidance

Transition/Executive Functioning Planning		
College & Career Education	Full Year	1 credit
Tutorial	Full Year	1 credit
Community Service/Mentoring	Hourly	Individualized



DEARBORN ACADEMY

Independent and Directed Study Guidelines

Students who want to participate in an independent study, directed study, and/or school to work program must have approval from the director of curriculum and instruction or their IEP team; their district liaison; and caregivers. While participating, students are monitored by an assigned advisor who meets regularly with the director of curriculum and instruction to ensure standards are being met and hours spent by the students are supervised.

Directed Study

Directed study, or "tutorial," is a structured class period where students are provided individual classwork related to their program of study designated and monitored by their subject area teachers.



Independent Study

Independent study is an individually designed course of study or project based learning opportunity for students to earn a pass/fail grade and credit in a core academic beyond the school's course offerings. Participation in an independent study is determined by the director of curriculum and instruction and the student's IEP team. Successful completion is monitored and supported by an assigned advisor who meets regularly with the student and director of curriculum and instruction.

Independent Study Policies

- Independent study provides students the opportunity to learn beyond the courses offered at Dearborn (i.e., it cannot align with a course that is already offered at Dearborn)
- Independent study cannot interfere with students' required coursework
- Independent studies may be graded on a pass/fail basis and successful completion provides credit toward graduation



Independent Study Guidelines

- Students engaged in independent study opportunities are generally identified by the director of curriculum and instruction due to completing all Dearborn offered coursework or self-identified by requesting a meeting with the director of curriculum and instruction
- Once identified, students will meet with the director of curriculum and instruction and their clinician to discuss a possible proposal
- Prior to full creation of a proposal, independent studies must be approved by the student's caregiver and sending district
- Once approved, the independent study proposals can then be formalized. Plans must include:
- Number of hours per week to be spent on independent study
- Meeting schedule with the advisor
- Learning objectives
- Work product(s) to be produced (quantity and frequency)
- Proposed number of credits
- Grading (letter vs. P/F)
- Students can apply to begin an independent study program at anytime throughout the year
- Students will meet regularly with advisor to review hours, learning objectives, and the progress toward any work products
- Towards the end of the independent study, students will participate in an exit interview with the director of curriculum and instruction and advisor to review progress, hours, and ensure completion of all coursework.

Work Based Learning

Work based learning opportunities, or school to work programs, are employer-engaged learning opportunities to provide real-world, relevant learning experiences in which students can demonstrate academic and technical skills while exploring their interests and goals for post-graduation. Examples of work based learning can be:

- Internships
- Entrepreneurial Enterprise
- Work based capstone projects
- Part time employment
- Pre-apprenticeships
- Work simulation experience
- Cooperative education (Coop)

(Please refer to DESE for specific definitions of each form of work based learning: https://www.doe.mass.edu/ccte/courses-learning/wbl/default.html)

Work Based Learning Policies

- Work based learning provides students the opportunity to learn beyond the courses offered at Dearborn to provide students with a relevant, real-world career education.
- Work based learning opportunities are graded on a pass/fail basis and successful completion provides credit toward graduation.

Work Based Learning Guidelines

- Students engaging in work based learning are generally identified by a member of their school team, their caregiver, or self-identify
- Once identified, students will meet with the director of curriculum and instruction, guidance counselor and their clinician to discuss a possible proposal
- Work based learning opportunities must be approved by student IEP team
- Onced approved by the IEP team, the work based learning can be formalized by the creation of a work based learning plan. Plans must include:
- Form of work based learning opportunity
- Number of hours per week to be spent on work based learning opportunities.
- Transportation plan, if needed
- Payment, if applicable
- Meeting schedule with the guidance counselor, advisor (if not guidance counselor), and work based supervisor
- Learning objectives
- Work product(s) to be produced (quantity and frequency)
- Proposed number of credits
- Work based learning plan must be signed by student, guidance counselor, advisor (if not guidance counselor), and work based supervisor
- Students will meet regularly with advisor to review hours, learning objectives, and the progress toward any work products
- Towards the end of the work based opportunity, students will participate in an exit interview with the guidance department and advisor to review progress, hours, and ensure completion of all work products
- If applicable, students will request a letter of recommendation from the participating work based learning supervisor

DEARBORN ACADEMY

Dual Enrollment

Dual enrollment is when a high school student enrolls in a college level course. Dual enrollment occurs under two primary circumstances: a student furthering their knowledge in a given subject after completing all levels of coursework offered by Dearborn or a student wanting to practice college level academic and advocacy skills. Participation in dual enrollment is determined by the director of curriculum and instruction and the student's IEP team. Successful completion is monitored and supported by an assigned advisor who meets regularly with the student and director of curriculum and instruction.

Dual Enrollment Policies



- Dual enrollment provides students the opportunity to learn beyond the courses offered at Dearborn
- Dual enrollment is an opportunity for students to practice college level coursework and independent academic and advocacy skills and therefore is not taught by a Dearborn teacher. Instead, students are supported by the guidance department to practice advocacy skills within the college/university system (e.g., disabilities services, communicating with the professor)
- Dual enrollment cannot interfere with students' required coursework, however, it can be considered a part of required coursework if a student has completed all Dearborn course offerings in a subject area
- Dual enrollment courses are graded by the college/university. The grade is then translated onto the Dearborn transcript for credit toward graduation

Dual Enrollment Guidelines



- Interested students are generally identified by a member of the Dearborn team, their caregivers, or self-identify
- Once identified, students will meet with the director of curriculum and instruction and guidance counselor to discuss possible options
- Prior to enrollment, dual enrollment opportunities must be approved by student IEP team
- Determination of payment will be discussed at this time
- Once approved by the IEP team, the student can then enroll in a class with the support of the guidance department.
- Considerations for dual enrollment
- Level of coursework
- Student accommodations
- Timing and location of class
- In person learning or virtual (if in person, the team considers what transportation is needed and what schedule modification may be necessary)
- Students will attend dual enrollment classes and independently monitor coursework, communicating progress to the guidance counselor during sessions
- Final grades will be reported to the director of curriculum and instruction for transcript processing
- If a student is at risk of failing the class, a meeting with the student's clinician, guidance counselor, and caregiver is scheduled

Responsible Use Policy

The purpose of the Responsible Use Policy is to protect all members of our school community in the digital world. As the use of technology has become a more integral part of the educational experience, Dearborn Academy will continue to improve and revise our policies and procedures surrounding the use of technology on campus and reserves the right to do so whenever necessary. We appreciate the partnership and cooperation of our students and caregivers in this effort.

There will be many opportunities throughout the school year to use a variety of digital platforms that support and enhance learning. Additionally, each student will be assigned a Chromebook, which will be for their exclusive use. Students are expected to use both their school and home devices in a respectful and honest manner.

Briefly, students will not participate in any online activities that interfere with learning or adversely affect the safety and/or wellness of a member of the Dearborn Academy community. Any use of a website, camera, blog, or other communication tool to disparage others or to depict or advocate inappropriate behavior is harmful to our school community and will be addressed.

The following guidelines are in place to clarify our expectations. Although detailed, they are not all encompassing, and Dearborn Academy reserves the right to make changes as necessary. Disregarding any portion of this policy may result in disciplinary action. The school also reserves the right to apply consequences for technology-related activities conducted outside of school if such activity negatively impacts a community member.

Dearborn Academy Responsible Use Policy 2025-2026

Cell Phone and Smartwatch Policy

1. I understand that my phone, airpods *(or any in-ear devices used to receive phone calls and/or listen to music)* and/or smart watch *(any watch that can send and receive messages and/or calls)* must be turned off and placed in a Yondr pouch when I enter school and remain off for the duration of my school day unless I have been given express permission by a staff member to unlock and use my personal device.

2. If I am found using my phone, airpods and/or watch during school related hours, I understand that I will lose the right to keep it/them on my person in the pouch. Instead, they will be kept by a staff member, dropped off in the morning and retrieved at the end of the day.

Standards of Conduct

1. I understand that I represent both myself and Dearborn Academy whenever I use online communications. This includes, but is not limited to: email, chats, instant-messaging, texting, gaming, and social networking sites. In all of my online communication, I will be respectful to all Dearborn Academy community members. This includes all staff.

2. I will not share or post online personally identifying information about any members of the Dearborn Academy community without their express permission. I will not post images of any member of the Dearborn Academy community without consent to do so.

3. I will be ethical and respect the privacy of others, and I will not share or access others' folders or files without authorization. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a staff member or caregiver before engaging.

4. I understand that it is possible for information posted on "private" websites to be searched for, read, and re-posted by malicious users, and it is best to assume that nothing on the internet is truly private. I also understand that the information I post on the internet can easily be found by others (even those I might not intend to have access), and that the information is often stored or cached by other servers and cannot truly be "removed" from the internet at a later time.

5. In addition, I understand that Dearborn Academy takes precautions to restrict access to objectionable material online, but it is not possible for the school to have full control over access to resources and materials on the internet. If I come across inappropriate content, I will inform a staff member or caregiver immediately.

6. I agree to properly cite any resources that I use in assignments, projects, and papers, and I will not plagiarize from any sources. (Plagiarism is taking someone else's text, image, or idea and presenting it as your own.)

Acceptable Device Use

1. I understand that I am responsible for school devices (including Yondr pouches) that are damaged or lost as a result of my negligence or willful destruction. Replacement of the device, under these conditions, will be my responsibility.



2. I understand that I may not load additional apps or use personal accounts on a Dearborn Academy School device unless directed to by a staff member.

3. I understand that use of any device during "unauthorized" times may result in its removal for a period of time. I understand that Chromebooks and school computers are to be used for school related purposes only and violation of this may result in limitations on use or removal of the device for a period of time. This includes, but is not limited to, iPads and all school Chromebooks.

4. I understand that my school email account has been established so that I may easily communicate with members of the Dearborn Academy community. I acknowledge its purposeful limitation and realize that it offers no access to outside accounts.

5. I understand that the school network and computers include filters and security to ensure safe and efficient access, and I will not attempt to circumvent or disable them.



6. I understand that my homeroom teacher has my password/s, which may not be changed without notification. I will not share my device and network passwords with anyone else or use anyone else's passwords. If I become aware of another individual's passwords, I will inform a staff member immediately.

7. I understand that using another's password to access their account is a violation of privacy and school policy and will addressed accordingly.

7. I understand that Dearborn Academy respects my privacy but maintains the right to look at any of my email, documents, or files that exist on my device and the network (including hosted and cloud services) without my prior knowledge.

To summarize, students may not:

- Post personal contact information about themselves or other people.
- Access or attempt to access network resources not intended for them.
- Share their passwords (or other's passwords) with anyone, with the exception of caregivers/caregivers and teachers.
- Alter electronic communications to hide their identity or impersonate another person.
- Use inappropriate language or images in email, web pages, videos, or social networking sites.
- Be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method.
- Engage in cyber-bullying, harassment, or sexting, in violation of the School's policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Policies.
- Use inappropriate language, harass, or make disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled in the School.
- Access or attempt to access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material.
- Plagiarize printed or electronic information—students must follow all copyright, trademark, patent, and other laws governing intellectual property.
- Install or download software onto School computers from the Internet, home, or by any other means.
- Use cell phones or other personal electronic communication devices during classroom time, without the express permission of a staff member.

Cell Phone Use

At Dearborn Academy all students lock up their cell phones and any other electronic devices (headphones, smart watch, etc.) upon arrival in Yondr pouches. Students carry the locked pouch with them during school hours. At the end of the day, students unlock the pouch at one of designated unlocking stations and give the pouch to staff until the following school day.

Having the opportunity to focus in class and on relationships with peers and staff without the distraction of cell phones contributes to the strong community we have and to the high goals our students achieve. Should students need to reach their caregivers (or caregivers reach their students) they access one of the many desk phones available in offices and common rooms.



Homework

At Dearborn we approach homework through a developmental and skill building lens. We believe the primary purpose for homework is to provide students with an opportunity to practice academic independence and executive functions. As students progress through the grades, homework expectations rise incrementally to meet the increasing academic demands. For example, in elementary and middle school students may receive nightly homework assignments from a single subject, while in high school students are challenged to balance several course loads of homework with varying due dates. While independent homework completion remains the goal, we offer students the opportunity to complete homework within the school day with support if needed in order to build up to independence.

Field Trips

Field trips provide students with opportunities for educational, social and individual growth. Most trips are taken during the Extended School Year (ESY) program and include museum tours; hiking, swimming, and boating trips; volunteering in the community; and more! While occasionally students may be excused from trips due to individual health needs that jeopardize their safety in the community, as a general rule students are expected to attend scheduled trips. Students and staff overwhelmingly love getting out and exploring new things together!



No School Announcements and Delayed Openings

When Newton Public Schools calls a delay, Dearborn will also delay school, with an opening time of 10:15am.

When Newton Public Schools calls for school to be closed, Dearborn will also be closed.

If the weather worsens during a school day and it is decided that we need to close school early, we will inform caregivers via email and phone calls and staff will contact transportation companies to arrange for early pick up.

If Dearborn has school and the student's home district does not, they will have an excused absence. If Dearborn is open and they have transportation, a parent/guardian must speak to a staff member to ensure that we are aware they are coming in.

In addition to seeing Newton's status regarding delays and closure on local television channels, Dearborn's status is also listed. Families will also get an email and robocall with the information.

Caregiver Advisory Committee

This volunteer group of caregivers advises Dearborn on matters related to the education, health and safety of students. The Committee meets at least four times a year and meetings are planned and facilitated with the head of school.

English Language Support: 8.4 Program Modifications and Support Services for Limited English Proficient Students

Dearborn Academy accepts English Language Learners (ELLs) into our program. If a student enters Dearborn Academy as an ELL, our school will work with the student's sending school district to implement the necessary program modifications and support services, as deemed necessary by the student's IEP. The mission of our work with ELLs is to provide instruction that promotes academic achievement, in English, to students whose primary language is not English and who are not yet proficient in English. The Massachusetts Curriculum Frameworks and Common Core Standards are applied to all of our students, including ELLs. For ELLs we also incorporate the World-Class Instructional Design and Assessment (WIDA) English language development standards, with a focus on the four language domains, speaking, listening, reading, and writing, and our program will administer the annual WIDA to ELLs as required by Massachusetts. Unless a student's IEP states otherwise, our ELLs will receive sheltered content instruction and additional instruction in English as a Second Language (ESL) from a trained and qualified teacher. Our ELLs are provided with the same opportunity to access both the curriculum and our school's services and activities as all other students. Our school is committed to providing resources to support our ELLs and their families (including having all communications with families translated if necessary) and address each student's individual needs.





Other Relevant Policies and Procedures

Student Records

Dearborn Academy keeps student records according to state and federal law. The definitions of school records under federal and state law can be found at 20 U.S.C.1232, the Family Educational Rights and Privacy Act (FERPA) 34 and 603 CMR 23.00, respectively. The temporary record of each student will be destroyed seven (7) years after the student transfers, graduates or withdraws from the school district. Written notice to the student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, is made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system. Students and/or parents/guardians have the right to see school records and should contact the school principal and ask for an appointment. Parents/guardians and eligible students (age 14 or in ninth grade) may obtain a copy of all or any portion of the student's record upon request. They have the right to add relevant comments, information or other written material to the student's record or to request that information contained in the record be amended or deleted (except for information inserted in the record by a team evaluation) in accordance with FERPA and state law.



Assessments

Students at publicly funded special education schools like Dearborn Academy are required to participate in mandatory state testing.

The Massachusetts Comprehensive Assessment System test (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.

All publicly funded students from Massachusetts who attend Dearborn Academy participate in all MCAS tests scheduled for their grades by taking the standard MCAS tests with or without accommodation. A student's IEP team determines how a student with a disability will participate in MCAS and documents this information in the plan.

We prepare students for the MCAS test by teaching them the same skills and content that they would learn in public school – with specialized instruction and accommodations as appropriate to achieve success. In addition to challenging students academically, at Dearborn Academy we provide direct instruction to teach test-taking strategies and help students fill in gaps where they are missing skills or content knowledge.

At Dearborn, in addition to being taught how to take such tests, students are given special preparation and encouragement around MCAS testing. Any kind of testing can be quite challenging so we approach MCAS with empathy and understanding for students' frustrations. Regular academic workloads are often lessened on testing days to account for the added pressure of the MCAS.

The law allows for accommodations to be made to assist students with particular learning challenges to demonstrate their grasp of the material. The common accommodations that students in our program have during the test are:

- familiar administrator
- the use of graphic organizers frequent breaks
- monitoring, tracking and the clarification of the directions

Test scores are documented and reported to the student's parents and sending district.

For over ten years, each graduating senior at Dearborn Academy has earned their high school diploma.

DEARBORN ACADEMY TITLE IX POLICY

20 U.S.C. § 1681 states,
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" Our school is committed to the health, safety and welfare of our students and employees. We do not and will not tolerate any form of discrimination on the basis of sex in our educational program or activities. We are committed to fostering and maintaining an educational environment and workplace that is free from all forms of sexual misconduct, including sexual assault and harassment. This policy covers all faculty, staff, Board members and volunteers.

Definitions

Sexual Harassment

1. Any instance of quid pro quo harassment by an employee; or
2. Unwelcome conduct on the basis of sex that is suffiiciently severe and pervasive and objectively offensive, effectively denying a person equal educational access; or
3. Any instance of sexual assault, dating violence, domestic violence, or stalking.

Sexual harassment is conduct that is sexual in nature; is unwelcome; and denies or limits a student or employee's ability to participate in or benefit from the school environment. Examples may be unwelcome sexual advances, sexual exploitation, requests for sexual favors and other verbal or non-verbal or physical conduct of sexual nature. These lead to the creation of intimidating, hostile and offensive working environments. Such conduct can be carried out by school employees, students,non-employee third parties, etc. Examples of sexual harassment include:

- Engaging in unwelcome sexual conduct towards an individual including offensive comments, touching or sexual propositions;
- Conditioning a performance evaluation, promotion, salary increase, vacation, or other job benefit on an individual's submission to sexual demands; or
- Taking or failing to take personnel action as a reprisal against any individual for reporting incidents of sexual harassment or cooperating in an investigation of sexual harassment.

This conduct may occur in school facilities or at off-campus locations (on a bus, during a field trip, at a training, etc.). Such conduct does not generally include legitimate nonsexual touching or conduct. However, if such conduct takes on sexual connotations, this conduct could rise to the level of sexual harassment.

Sexual Violence is a type of sexual harassment, referring to physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Gender-Based Harassment is another type of sexual harassment, referring to harassment based on gender identity or nonconformity with sex stereotypes. This type of harassment may not involve conduct that is sexual in nature.

Consent indicates clear, voluntary and knowing agreement and permission. It may be withdrawn at any point. Consent may not be possible due to age or disability.

Under Title IX, all students and employees are protected from sex-based harassment, regardless of the sex of the perpetrator or complainant. Included in such prohibition are claims of discrimination based on gender identity and sexual orientation.

It is our responsibility to be sure any sexual violence does not sufficiently limit or deny any of our student's or employee's ability to participate in or benefit from our educational environment, respond with prompt and effective steps reasonably calculated to end the sexual violence, eliminate the hostile environment, prevent recurrence, and as necessary remedy its effects.

The Process

We encourage the reporting of all incidents of sexual harassment regardless of whom the offender may be or where the incident occurred. Any employee who believes that they have been subjected to sexual harassment is urged to take the matter up immediately with their supervisor, Program Director/Head of School or the Schools for Children Executive Director. Anyone who knows or has reason to believe that another person is or has been subjected to sexual harassment should report the matter promptly in a similar fashion.

Upon receiving any information to suggest sexual harassment/discrimination/violence we will begin the grievance process (as described below under "Grievance Procedures") to assess the situation and, as appropriate, consider supportive measures, conduct an investigation, make a determination of responsibility, take appropriate actions including any disciplinary measures, and provide for an appeal. If the investigation identifies a hostile environment, we will take necessary steps reasonably calculated to eliminate the hostile environment, prevent recurrence,and as necessary remedy its effects.

We are required under Title IX to protect the complainant and ensure this individual's safety, which may require taking interim steps to protect the individual during the investigation. Interim steps minimizing the burden on the complainant will be determined considering the specific incident and situation currently affecting the complainant. Title IX allows for emergency removal under certain conditions (such as an immediate threat to the physical health or safety of the complainant). In relation to employees, it additionally allows for administrative leave during an Investigation. We will provide the complainant with updates on the status of the investigation as it progresses. We will also provide the complainant with knowledge of all resources availableto them and the right to report the incident to local law enforcement.

Any sexual violence towards any of our students with disabilities may require additional assistance and support. Any sexual conduct will also fall under other federal civil rights laws (Rehabilitation Act of 1973- Section 504 and Title II of the American Disabilities Act of 1990).





Questions concerning Title IX may be directed to the director/head of school or to the Title IX coordinator. The Title IX coordinator is part of a team that includes the roles of informal resolution facilitator, investigator, decision maker, and appeal officer. Their roles and responsibilities are also listed below under "Grievance Procedures.

Policy Training and Dissemination

Our school employees are trained and aware of their obligations under state and local laws in this area. They are also aware of the consequences for failing to satisfy those obligations. Our trainings inform employees on their obligation to report, who and how to report possible incidents, and the appropriate steps that need to be taken after notification of sexual violence or harassment has occurred.

Our Title IX policy is distributed and made available to students, families of students, and employees. We will work with our students to help them better understand our sexual violence, harassment, and discrimination prevention policies and procedures. If a student does experience sexual violence, we will provide supports and assistance as necessary. We will endeavor to ensure that all employees are familiar with this policy and know that any complaint received will be thoroughly investigated and appropriately resolved. Beyond the investigation which will occur by this agency in any instance of reported sexual harassment, employees are advised that the Massachusetts Commission Against Discrimination (located at One Ashburton Place, Boston, Massachusetts), the Equal Employment Opportunity Commission located at One Congress Street, Room 1001, Boston, Massachusetts) and the Department of Education's Office for Civil Rights investigate formal complaints of sexual harassment.

Retaliation

Retaliation from the perpetrator or any individual from our school in response to a complaint is prohibited under Title IX. Prohibited retaliation includes any retaliation against any individual who filed the complaint or any individual participating in the Title IX investigation, hearing or proceeding. Our school will ensure that individuals are not intimidated, threatened, coerced or discriminated against for engaging in this process.

Discipline

Anyone who sexually harasses another person will be subject to disciplinary action up to and including termination of their relationship with the agency. Any unlawful retaliatory action including intimidation, threats or coercion taken against a person because the person complains of sexual harassment in good faith or assists in an investigation of sexual harassment will also result in disciplinary action up to and including termination. Schools for Children does not permit retaliatory action based on good faith complaints of sexual harassment.

Under Title IX regulations, the school cannot discipline for any violation of the code of conduct until the complaint goes through the Title IX process. Title IX regulations take precedence. Only after a written determination of responsibility has been made and the appeal process has been completed (or the timeline for an appeal has expired) can a process begin under which potentialdiscipline under separate cover is considered.

Grievance Procedures

Students, faculty, staff, administrators and other members of the Schools for Children community who believe they have been sexually harassed or discriminated against on the basis of sex (whether by students, faculty, staff, administrators, contractors or others) should contact the Title IX Coordinator. Schools for Children strongly encourages each complainant to put his or her complaint in writing, providing a detailed description of the alleged events that are the basis for the complaint and a list of witnesses to the events. Written complaints should be submitted directly to the Title IX coordinator.

Upon notification of a complaint, the Title IX Coordinator will conduct a prompt and thorough investigation of any sexual harassment or discrimination complaint, interviewing the complainant and other witnesses as needed. The investigation will be kept as confidential as is feasible in light of the duty of Schools for Children to review and address sexual harassment and other forms of sex discrimination.

The complainant will generally not be provided information of specific disciplinary action taken against other persons, unless the disciplinary action will directly impact the complainant, such as whether and/or when the subject(s) of the complaint may be present in the school environment. The roles and responsibilities of the Title IX team through the grievance process are as follows:

The Title IX coordinator is responsible for overseeing our school's response to all reports and complaints of sex discrimination. They receive informal report and/or formal complaints of sexual harassment, consider supportive measures, conduct an initial assessment, and determine if a complaint is dismissed or sent on to an investigator. Upon first receiving a complaint, the Title IX coordinator and director/head of school may review the situation and implement interim (non-disciplinary) supportive measures to prevent further acts of harassment, misconduct, or retaliation and to provide a safe education and work environment. Examples of potential supportive measures include counseling, extension of deadlines, modifications of work or class schedules, mutual restrictions of contact, escort services, changes in work locations, increased security and monitoring. Supportive measures must be kept confidential unless both parties need to know, such as in the case of a no-contact or stay-away order.

Prior to the initiation of a formal procedure, but after a formal complaint has been filed, an informal resolution facilitator may engage the parties in a voluntary process, such as mediation or restorative justice, for informal resolution. This is not a confidential process, and any party can withdraw from it at any time. The informal resolution process may not be used in cases that involve sexual assault, that involve the sexual harassment of a student by an employee, or when the complaint is also the subject of a criminal complaint or investigation.

The investigator is responsible for completing an impartial investigation by seeking and gathering evidence, interviewing parties and witnesses, maintaining investigation records and notes, and writing an investigative summary report. (Note: The Title IX coordinator may serve as the investigator or the informal resolution facilitator, but not both of these other roles.) The investigator must provide all parties with the opportunity
to review all evidence directly related to the allegation. The investigator may request confidentiality, but parties can still discuss the allegations and gather and present relevant evidence. They cannot give a "gag order.

The director or head of school, in the role of the decision maker, will review the investigative report, evidence, and statements from all parties. Based on their determination of the facts and whether those facts meet the definition of sexual harassment under Title IX, the decision maker will make a determination of responsibility or non-responsibility. The decision maker will determine appropriate sanctions against the perpetrator and remedies for the complainant. The written determination should include the procedural steps taken, the findings of fact, the conclusions as to whether the alleged conduct occurred, the disciplinary sanctions to which the respondent may be subject, whether remedies were provided to the complainant, and procedures and bases for appeal. Any remedies provided to the complainant designed to restore or preserve equal access to their education program must be kept confidential; the written determination should indicate whether there were remedies (without detailing them).

An appeal can be made to the appeal officer, the Executive Director of Schools for Children. Notice of the right to appeal, along with the contact information is required. The appeal officer will determine if an appeal can move forward, will review the investigation report and other evidence, along with statements from all parties, and complete a written determination describing the outcome of the appeal and the rationale. Appeals can be made based only on a procedural irregularity that affected the outcome, a newly-discovered evidence that could affect the outcome, and/or a Title IX staff member who had a conflict of interest or bias that affected the outcome.

Not all forms of sex-based misconduct will be deemed to be equally serious offenses, and the school reserves the right to impose different sanctions depending on the severity of the offense and/or offender history.









Acceptable Use Policy

Dearborn Academy provides on-site technological resources to all students for the purposes of meeting our educational mission, vision and goals. We use Google products like Google Classroom as a tool to enhance our instructional practices and create opportunities of learning. The uses and conditions from Google that we follow can be found at **Google Terms of Service**.

Google Suite

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DEARBORN ACADEMY

Student Driver Permssion Form

At Dearborn Academy, we understand that some of our older students may choose to drive themselves to and from school. To ensure the safety and accountability of all student drivers, we have established guidelines and requirements that must be followed. Parents/guardians must complete a form providing formal consent for their student to drive, and agreeing to the terms under which students may park and drive at Dearborn Academy.

DEARBORN ACADEMY
STUDENT DRIVER PERMISSION FORM

Parent/Guardian Permission:
Please sign below to indicate your approval for your student to drive themselves to and from school.

I, _____(Parent/Guardian name), Parent/Guardian of

_____ (student name),

give permission for _____ (student name) to drive themself to

school.

In signing this form, I also agree to the following terms:

The student will provide the school with a copy of their valid driver's license and insurance. The parent/guardian will inform the school immediately if their license is revoked for any reason or if there are problems with or a lapse in insurance.

The student will provide the school with the make, model and license plate number of the car they most frequently drive.

The student will not drive another student in their car unless the school has received written permission (email is sufficient) from the student driver's parent/guardian AND the parent/guardian of the passenger.

Dearborn Academy leases parking spaces from the parish. The student driver agrees to park in those spaces designated for Dearborn Academy, and in those closest to Adams Street. In the event that there are no open spaces in Dearborn Academy's allotted row, the student will find legal parking on the street.

The student and their parent/guardian will not hold Dearborn Academy or the parish responsible for any damages or theft of the student's vehicle.

The student and their parent/guardian will not hold Dearborn Academy or the parish responsible in the event that the student's vehicle is towed.

The student will immediately alert a school administrator if they have an accident on the way to or from school, or cause damage to a vehicle when parking.

Parent/Guardian Signature: _____ Date: _____

Student signature: _____ Date: _____

DEARBORN ACADEMY

Dearborn's Leadership Team

Dearborn Academy's leadership team is passionate about leading a school that students want to attend – where they value our strong community and know they can succeed. We are honored to work for our students, their families and our talented staff.



Rebecca Altepeter
Head of School



Alison Mehan
Director of Curriculum and Instruction



Sheilah Gauch
Principal and Clinical Director



Suzanne Rivard
Milieu Coordinator



Meghan Puhl
IEP Coordinator







781.641.5992

info@dearbornacademy.org

575 Washington St., Newton, MA 02458

dearbornacademy.org