



The Richardson School
A MyPath Company

Student and Family Handbook

Home of the Bobcats

DISCLAIMER: This handbook contains guidelines but is not intended to be all-inclusive and is not intended to supersede or conflict with State statutes, federal laws and regulations, or revised school rules and procedures. Additional rules and procedures or revisions of existing school rules and revisions will be announced to students as they become effective throughout the school year. These additions are revisions that are considered part of this handbook and the expectations for all TRS students. Any questions regarding school rules and procedures may be addressed to the Executive Director.

The Richardson School Student and Family Handbook

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The Richardson School Student and Family Handbook

Welcome

Greetings!

On behalf of the entire Richardson School staff, I would like to welcome your student and you to The Richardson School!

The information contained in this handbook serves as a resource to students and families regarding school policies and procedures.

**Please know that as part of the Adobe Sign Registration Process,
you will electronically sign off that you have received the
information contained in this handbook.**

We look forward to supporting your student this school year.

Best Regards,

Derek Goodman
Executive Director
The Richardson School

The Richardson School Student and Family Handbook

Mission, Vision, Motto

Mission:

Be the change for students, their families, and districts

Vision:

For all students to develop skills for academic and behavioral growth, allowing them to return to their home school settings

Motto:

Be the change

Daily Practices:

Commit, Respond, Educate

MyPath Schools Mission:

MyPath Schools provide innovative learning environments that acknowledge and focus on individual learning styles and strengths to cultivate equitable learning and promote independence. We fulfill this mission by:

- creating a belonging environment that is safe, respectful, equitable and
 - welcoming for students and staff
- acting as an integral part of the Individualized Education Plan (IEP) Team to design services focused on academic, behavioral, and social-emotional development
 - embracing family and community as critical stakeholders
- supporting a collaborative focus on data driven student-centered practices
- fostering educational excellence through the use of high leverage instructional practices in collaboration with environmental and sensory supports.

MyPath Schools support the academic and social-emotional growth of every student every day to foster a successful transition to each student's local school and community.

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What to Expect

What to Expect

Personal Items

In general, students do not need to bring any other items with them to school, unless it is related to homework or other activities assigned by the teacher that are not accomplished during the school day. Understanding that students may travel for a period of time while being transported to and from school, it is sometimes helpful to have items in their possession to use during the transportation time. Permissible items may include books and electronic devices/equipment used to listen to music. If such items are used, they will be checked in upon arrival to school. Items will be kept locked and secure until the end of the school day, when they will be returned to the student for use during transportation home.

Backpacks are generally not needed for school. If backpacks are brought, they may be screened and will be checked in at the door and stored until the school day is over. They will be returned to the student at the end of the school day to take home.

Electronic devices that are used for communication, other necessary equipment related to the student's needs or learning modalities, and other devices stipulated in an IEP that relate to specific goals are allowed.

Students should not bring valuable items to school. The Richardson School will not be responsible for damage or loss of any personal items including but not limited to bags, coats, hats, gloves, clothing or other personal items brought during the day. Please label these items with your child's initials or name.

Students are not allowed to borrow or trade items belonging to another student, or to The Richardson School.

Dress Code

Students attending The Richardson School are asked to dress in casual and comfortable clothing, appropriate to school, in good condition, and clothing that is weather appropriate. Parents should send an extra full change of clothing to school if a student has the potential to need them (due to feeding or toileting issues, for example). If a student needs to utilize this clothing, the soiled clothes will be bagged and sent home with them for laundering.

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What to Expect

Dress Code (cont.)

Students attending The Richardson School must follow the dress code:

- Coats, jackets, and other outerwear garments may not be worn during the school day.
- Head adornments may not be worn in the building before, during, or after school unless designated in an IEP or for religious purposes.
- Shoes should be worn in the building at all times.
- Shirts or blouses that are sheer, overly revealing in front, back or sides, or low-cut may not be worn.
- Ribbed tank tops are not permitted.
- Pants that are torn, frayed, or have large holes in them are not allowed.
- Pants that are extra-large or oversized and hang below the waist must be worn with a belt that fits at the hips.
- Undergarments should not be exposed.
- Clothing that is too tight or excessively short will not be permitted.
- Jewelry that poses safety problems or could damage school property will not be permitted.
- Any article of clothing that contains expressions that are obscene, profane, pornographic, represent illegal behavior, demean race, religion, sex, ethnicity, or advocate pain, death, suicide, or drug/alcohol/tobacco use is prohibited.

Hot Lunch Program

Hot Lunch and 1-2 snacks are provided by The Richardson School for students free of charge. Students should not bring lunch unless pre-authorized by Administration. A monthly lunch menu is available upon request.

TRS is supporting students that have mild to severe allergies. As a precautionary measure, **no peanuts or tree nuts or products containing peanuts or tree nuts may be brought into the school.** If your student has a prescribed or recommended dietary restriction that pre-approves them to bring in a lunch instead of having the free hot lunch served on site, please know that these items will be searched daily. If an item contains nuts or nut products it will be removed and returned home at the end of the day. TRS will do their best to provide an alternative product. In addition, please do not send food in glass containers, as it is a safety hazard.

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Transportation

Transportation

Transportation to and from school

Transportation for students attending The Richardson School is arranged for and provided by your student's placing school district. Parents or authorized family members may also choose to provide transportation themselves. Students attending The Richardson School are to be dropped off and picked up at the designated area of the building.

If you have a question regarding your transportation arrangements, weather concerns or late pick up/drop off, please contact the bus company directly. The Richardson School does not arrange for or provide supervision of the transportation companies.

If a student is not going to be taking their usual transportation to and from school, it is the parent's responsibility to notify the transportation company and The Richardson School staff. If the parents know ahead of time that a student has an appointment during the school day, or the student will be absent because of illness or any other reason, they are responsible for communicating this to the transportation company and The Richardson School.

Student Arrival and Drop Off:

The school day runs from **9:00 AM to 2:45 PM** during the regular school session.

Before and after school respite programming is available on a limited basis at some of our campuses.

Students are greeted at their vehicles by staff members shortly before 9:00. A staff member will ensure they get to their assigned classroom. At the end of the school day, a staff member ensures they safely transition onto their transportation vehicle to return home.

Students may be subject to search related to potential contraband and unsafe items. This search may include, but is not limited to, a search of personal belongings, being asked to empty pockets, show staff their shoes and socks, etc. Any contraband brought in by a student will be confiscated, and the parent/guardian will be called to notify them that contraband was found. If the parent/guardian wants the item returned, it is their responsibility to retrieve it from The Richardson School office. If contraband becomes a consistent problem, it may jeopardize the student's continued enrollment at The Richardson School.

If a student is going to be dropped off late or picked up early, the parent should contact The Richardson School main office. **Requests for early release must be made prior to 10:00 am.** TRS staff will do their best to accommodate requests received after 10:00 am but cannot guarantee the student will be ready upon your arrival.

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Transportation

For pick up or drop off times outside the start or end of the school day, please call upon arrival and staff will ensure your student is brought to you. Visitors will not be allowed to wait inside the school building for their student.

Parent Pick Up due to Safety Concerns

If a student is engaging in unsafe behaviors that impede their ability to safely access transportation home (if it is not provided by a parent or family member), a Richardson School staff member will notify the family that they will need to pick up and transport the student. It is expected that the parent or family member or other authorized person will arrive as close to the end of the school day as possible for pick-up of the student.

Closed Campus Status

The safety and security of students and staff is a primary concern at The Richardson School. To assist in providing such conditions, The Richardson School is considered a closed campus.

- Students may not leave campus during school hours unless they are accompanied by an authorized member of their family/guardian, authorized personnel (i.e., county case worker, outside therapists, home-school personnel, etc.), or with the supervision of TRS staff on a preapproved outing or event.
- School hours are defined as the time a student is dropped off until they are picked up by authorized transport, parent, guardian or authorized representative.
- Law enforcement will be notified if a student elopes from the property or is off campus without direct TRS staff supervision or unaccompanied by an authorized transport, parent, guardian or representative. The goal of law enforcement contact is to safely return the student to the TRS campus. They will return the student back during school hours, if able.
- Students with a valid driver's license **are not** permitted to drive independently to campus and/or park on TRS property during the school day.

Technology

Cell Phones

For safety and privacy reasons, cell phones are not allowed in classrooms or other school areas. Students may NOT bring cell phones to school, unless there is a significant reason this needs to occur. If a student brings a cell phone, it will be checked in until the end of the school day.

Technology Use

Unless provided by and approved through an IEP, students are not allowed to bring personal technology items from home to access while at school. The Richardson School provides technology resources to its students primarily for academic learning during the school day. Some examples of provided technology include, but are not limited to, tablets, smart boards and chrome books. No technology is guaranteed to be error-free or totally dependable, nor is it safe when used irresponsibly. Technology is intended for the sole purpose of engaging our students in the learning process as well as an access for communication strategies and use of relaxation tools. All use of technology is done under the guidance of the classroom teacher and/or a student's IEP.

Use of technology in a fashion other than directed by the staff or administration of The Richardson School is strictly prohibited. Students who do not follow the guidelines for appropriate use as outlined in the Responsible Use Technology policy (see p.22 below) could have their privileges revoked for an amount of time that The Richardson School Administration deems appropriate.

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School and Parent Communication

School and Parent Communication

Daily Communication Form

In general, the school will communicate with parents via the Daily Communication Form. Students are not allowed to call home during the day. Any requests or needs of a student will be handled through The Richardson School Administration so that the students may attend class and remain focused on their academics. The Richardson School will work with the parents/guardians regarding the best means to communicate i.e. phone or email.

Parents/guardians are notified of physical interventions via the Daily Communication Form. Per Wisconsin Department of Public Instruction, incident reports must be sent home within three (3) business days of the incident. Per the Illinois State Board of Education, incident reports must be sent home within 24 hours of the incident. The timeline of incident report notification depends on the state which a student resides in, thus is subject to change as state law may dictate.

Parent Teacher Conferences

Parent-Teacher conferences are held four times each school year. TRS Administration at each campus will reach out to parents/guardians to schedule; all are encouraged to attend.

Student Progress Reports

The Richardson School provides quarterly progress reports for all students in attendance to the parents/guardians and copies to the sending school districts.

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Health and Safety

Health and Safety

General Contact Information and/or Medical Changes

If your child has had any changes in health history or medical updates, or if there are any phone number, address, email or emergency contact information changes, please contact the office to ensure we have the most updated information.

Illness/Student Absences

If a student is going to be absent, it is the parent/guardian's responsibility to notify The Richardson School. Failure to do so may result in an unexcused absence. Attendance reports are sent to each student's home school district monthly, and unexcused absences may be marked truant by district standards. If a student is absent, and staff have not received such notification, staff may attempt to call to ensure safety and/or reason for absence.

While The Richardson School encourages consistent attendance, there will be times when students will miss school because of illness. Parents are asked to keep their child home if any of the following conditions are present:

- A fever of 100 or higher or chills
- Multiple instances of vomiting or vomiting paired with another symptom
- Sore throat accompanied by fever or other symptoms such as swollen, tender glands in the neck, body aches, fatigue or rash
- If the student is lethargic, complains of feeling sick/body aches and cannot participate in routine school activities
- Multiple or prolonged episodes of diarrhea

If any of these symptoms occur while the student is in school, the parents will be called to pick up the student.

Per CDC guidelines, criteria for safely returning to school include that:

- Students placed on antibiotic therapy for bacterial conditions such as strep throat or pink eye must be on medication for at least 24 hours before returning to school
- Students must be fever free for at least 24 hours **without** the use of medicine that reduces fevers

Inclement Weather

A student's home school district may have inclement weather days during which they will close and not provide transportation. If the student's home district has an inclement weather day and transportation has been canceled, the parents are responsible for notifying The Richardson School. A parent or designated adult may transport the student on these days when no district transportation is available and The Richardson School is open.

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Health and Safety

Inclement Weather (cont.)

In the event that in-person classes at The Richardson School must be canceled due to inclement weather or for any other reason, alternative learning opportunities will be offered to ensure continuation of educational services. If a change occurs, it will be communicated directly.

Medication Practices

If a student needs to take medication during school hours, The Richardson School must have a completed and signed Physician's Authorization for Medication Administration form.

Prescribed oral medication must be brought from home, a week's supply at a time. It must be in the original container with a pharmacy label that indicates the prescribing physician, the student's name, the name of the medication and the correct, current dosage, and the time and quantity to be given. A parent's or guardian's written instructions cannot be accepted.

Medication will be administered as close to the time prescribed as possible, but within a one-hour window.

Oral medications will be passed by certified staff. Each student taking medication will have a Medication Administration Record (MAR). This will be kept in the individual student file and electronically in Infinite Campus. Oral medications will be kept in a secure locked box/cabinet. Only authorized staff will have access to these medications.

Over-the-Counter Medication

TRS is not able to provide over the counter medication without a signed form from a medical provider.

Emergency Medical Care

The Richardson School does not provide medical services other than routine first aid. Anything requiring more serious attention will require permission for treatment from the guardian. The Richardson School reserves the right to send the student home early. The parent or guardian will be called if the student is ill or suffers a non-emergency injury.

In the case of an emergency or emergency injury, the student will be transported to the local emergency room via ambulance and the guardian will be contacted by The Richardson School. Staff will not accompany the student to the emergency room.

Paperwork sent to the hospital for emergency treatment will include the consent for emergency treatment, guardian contact information, health history, and information related to known current medications.

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Health and Safety

Student Bullying

The Richardson School (TRS) is committed to providing a safe, positive and productive educational environment for all of its students. TRS encourages the promotion of positive interpersonal relations between all members of the school community.

Bullying is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance between the bully and the bullied in a regulated state. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once and is not due to a social skills deficit.

TRS will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

A full copy of The Richardson School's Peer to Peer Interactions Policy is available on our website and may be requested if needed.

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Policies and Procedures

Student Rights and Grievance Procedure

FUNCTION:

To identify The Richardson School's philosophy, policy, and procedure, as well as laws related to Student's Rights and Grievance Procedure.

PHILOSOPHY:

To the greatest extent possible, based on individual ability, a student has the right to be part of the decision-making process that affects their future. A student has the right to be protected from abusive elements in their environment and to expect caregivers to be alert and aware of any potential abusive forces.

Incorporated into The Richardson School's philosophy on basic Human Rights are the following:

A student should have adequate clothing and shelter, stimulation and activity, and a clean, safe environment to facilitate and support personal growth and development. A student needs privacy and a sense of personal belonging to develop a sense of integrity.

A student has a right to, and caregivers must provide the opportunity, to maintain adequate contact with those in their life who represent care and continuity in their own community.

A student has a right to expect that the caregivers in their environment will encourage their expression of opinion, however contrary to the staff's convenience or opinion. A student also has the right to expect caregivers to work with them so that the student will expand awareness and skill in incorporating others' rights in their individual expressions of opinion and choice.

A student is entitled to appropriate support and supervision from caregivers responsible for helping to provide education, experience, and knowledge. In order to reach maximum individual potential, a student is entitled to a structured approach, using the best available methods. A student is also entitled to an attitude on the part of those caregivers working with them that reflects motivation to continue to upgrade their professional skills.

To the greatest extent possible, based on individual ability, a student has the right to be a part of the decision-making process that affects their future.

STUDENT'S RIGHTS:

Students enrolled in The Richardson School have basic rights that include:

1. The right to reasonable observance of cultural and ethnic practice and religion.
2. The right to a reasonable degree of privacy.
3. The right to participate in the development of the student's Individual Education Plan (IEP), as appropriate and commensurate with the student's abilities.
4. The right to positive and proactive adult guidance, support and supervision.
5. The right to be free from abuse, neglect, inhumane treatment and sexual exploitation.

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Student Rights and Grievance Procedure (cont.)

6. The right to adequate medical care.
7. The right to nutritious and sufficient meals and sufficient clothing, and a safe learning environment and housing.
8. The right to participate in an education program within a clean, safe learning environment
9. The right to receive an appropriate education.
10. The right to courteous and respectful treatment.
11. The right to be free from discrimination, bias and harassment regarding race, gender, age, disability, national origin, creed, spirituality, sexual orientation, gender identity and expression.
12. The right to be informed of and to use a grievance procedure.
13. The right to be free from restraint or seclusion used for a purpose other than to protect the student from imminent danger to self or others.
14. Rights under the Family Education Rights and Privacy Act (FERPA) which regulates access and release of student educational records.
15. All Federal and State constitutional guarantees protecting the rights and liberties of individuals, including freedom of religion, expression, association, rights against unreasonable search and seizure, equal protection and due process.

GRIEVANCE PROCEDURE:

A complaint is a grievance, difficulty, disagreement, or dispute concerning one of the rights noted above. Any student, parent/guardian, employee or school district representative acting on behalf of any student may use the grievance procedure. This procedure is in addition to, and does not limit, the right to pursue other remedies, including the court process, available to the student.

A complaint may be presented to the student's teacher or any other staff person orally, in writing, or by any other method through which the student or other person usually communicates. Whenever possible, the complaint should be resolved at the time of its presentation by listening to the nature of the complaint and making reasonable adjustments in operations or conditions. If a complaint cannot be resolved immediately, the person presenting the issue shall be given the option of using an informal or formal grievance resolution process. In situations where there is reasonable cause to believe that a student is at significant risk for physical or emotional harm, a special Emergency Situation Grievance Resolution Process is used. The following provisions apply to all three processes:

1. Information: The student and/or parent/guardian will be informed of the grievance procedure orally and be given a written copy of this procedure.
2. Student Rights Specialist: The Richardson School will post the name, address, and phone number of the Student Rights Specialist (SRS) in a conspicuous place known to all, within the school. The designated SRS for The Richardson School is the Trauma Informed Supports Director, or can be delegated to a member of the Administration Team, Day School Director or Executive Director.
3. Grievance Forms: Standard Grievance Forms will be visible and available to all students, guardians.
4. Protection for Residents and Advocates: No sanctions will be threatened or imposed against any student, guardian, staff, or anyone who assists a student in filing a grievance.

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Policies and Procedures

Student Rights and Grievance Procedure (cont.)

5. Time Limits: The grievance shall be presented within 45 days of the event or circumstance in the grievance, or of the time the event or circumstance was discovered, or of the student's achieving the ability to report the matter, whichever happened last. The Executive Director may grant an extension of the 45-day limit for good cause, if, for example, the investigation would likely result in improved care, or the failure to investigate would result in substantial injustice.

6. Confidentiality: Confidentiality of all student information shall be maintained throughout the grievance procedure.

INFORMAL GRIEVANCE RESOLUTION PROCESS:

The student, guardian, or any person acting on the student's behalf may choose to discuss any complaint or grievance with the student's teacher. The informal process is recommended because most grievances can be resolved through such discussion.

1. Use of the informal resolution process shall not be a prerequisite for seeking formal relief.
2. The informal resolution process may be pursued, pending initiation of the formal resolution process or an adjunct during the formal resolution process.
3. The informal resolution process shall be adapted to the needs and strengths of the student in order to assist him/her and persons acting on his/her behalf to participate in and understand the process as much as possible.
4. Any applicable time limits of the formal resolution process shall be suspended during the use of the informal resolution process until a grievant indicates a desire for the formal resolution process to begin or until any party requests that the formal resolution process resume.

FORMAL GRIEVANCE RESOLUTION PROCESS:

If the formal resolution process is chosen (and an emergency does not exist):

1. The staff person receiving the request for the formal grievance process shall present the request to the Day School Director or designee no later than the end of the school day.
2. Upon receiving a referral, the Day School Director or designee shall meet with the student and grievant, if different, and any staff member who may be named in the complaint, identify the matters at issue, and explain the process.
3. If the grievance was not presented in writing, the Day School Director shall assist the grievant in putting the grievance into writing for use in the process. Copies shall be given to the student and grievant, if different, and be included in the Day School Director's Report.
4. If there are facts in dispute, the Day School Director investigates. The Day School Director shall have full access to all necessary information.
5. Confidentiality shall be respected in any releases or reports, unless specific releases for information have been granted.
6. Within 30 days from the date the grievance was presented to The Richardson School staff person, the Day School Director shall complete the inquiry and submit a written report describing the facts, the application of any appropriate laws and rules, a determination as to whether the grievance is founded or unfounded, the basis of the determination, and recommended actions.
7. Copies of the report shall be given to the teacher, the Day School Director, the SRS, the student, and the grievant, if different, the parent or

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Policies and Procedures

Student Rights and Grievance Procedure (cont.)

guardian, and all relevant staff. The names of students who gave information or were involved, other than the student who was the subject of the grievance, will be purged from the distributed copies, except the copies provided to the teacher, Day School Director, SRS and those staff members who have a need to know.

8. The Day School Director shall be required to review the recommendation with the SRS before the final determination is made. If the two are not in agreement, the Executive Director will make the final decision.

9. Within 10 days of a final decision, the SRS will provide a written summary that shall be given personally or sent by first class mail to the student and grievant, if different, the parent or guardian.

EMERGENCY SITUATION GRIEVANCE PROCESS:

An "emergency situation" is defined as one where, based on the information available at the time, there is reasonable cause to believe that a student is at significant risk for physical or emotional harm due to the circumstances identified in a grievance. The steps to be taken are the same as for the formal grievance resolution process, except that the following time limits pertain:

1. A staff member receiving the request shall immediately present the matter to the Day School Director.

2. The Day School Director will contact the SRS as soon as possible, but no later than 24 hours after receiving the request.

3. The Day School Director shall complete the inquiry and submit the report within 5 days of the date the grievance was presented.

4. The Day School Director's recommendation of action shall be issued within 5 days of receipt of the report, unless the parties involved agree to extend the time.

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Policies and Procedures

Grievance Notice

Complainant's Name: _____ Location: _____

Address: _____ Date: _____

Phone: _____

This complaint alleges violation of item____ (Indicate number 1-15 as identified in the Student Rights Policy).

Summary of the Grievance: (Describe the complaint, state all facts, including date, time, place, and incident)

What Relief is Sought?

Complainant's Signature

Student Rights Specialist's Determination

Student Rights Specialist's Recommended Action

Student Rights Specialist's Signature

Date

Was the Grievance Resolved?

- ☐ Yes
☐ No

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Policies and Procedures

Positive Behavior Interventions and Supports

FUNCTION:

To define therapeutic practices in place at The Richardson School.

PHILOSOPHY:

Behavior management is a key aspect of creating a positive and productive learning environment. At The Richardson School, we believe in the philosophy of Positive Behavior Interventions and Supports (PBIS) as a framework of support to promote positive behaviors and mitigate challenging behaviors among students. PBIS is a proactive approach that focuses on teaching and reinforcing appropriate behaviors rather than relying on reactive or punitive measures.

In our school, a multi-tiered system of support is established in which students are explicitly taught expected behaviors and are provided with consistent feedback and encouragement when they demonstrate these behaviors. By emphasizing positive behaviors and providing appropriate support and interventions when needed, we aim to create a school culture conducive to learning and personal growth for all students.

Our goal is to equip students with the skills to succeed academically, socially, and emotionally; The Richardson School strives to support students in transitioning back to their school district, or to the least restrictive environment available to them. Through the implementation of a PBIS framework of support, we strive to create a safe, inclusive, and welcoming environment where every student has the opportunity to thrive and reach their full potential.

Within the PBIS framework of supports, TRS utilizes universal supports, targeted supports and individualized supports to ensure the success of each student while enrolled at TRS and when transitioning back to their school district. Social emotional learning, collaborative problem solving and other supports are utilized to meet the needs of the student.

The therapeutic practices department works alongside the educational team to support the successful implementation of a student's Individual Education Plan (IEP). Ultimately, by working together and combining expertise from both the educational and therapeutic realms, the team can support individualized learning and programming via the use of Functional Behavior Assessments (FBA) and the development and implementation of Behavior Intervention Plans (BIP).

DEFINITIONS:

Multi-Tiered System of Support (MTSS) at The Richardson School is a comprehensive framework that provides varying levels of interventions and support to meet the diverse academic and behavioral needs of students. MTSS is within scope of Positive Behavior Interventions and Supports, and is designed to address the individual needs of students through a tiered approach that includes three main levels:

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Policies and Procedures

Positive Behavior Interventions and Supports (cont.)

1. Tier 1 - Universal Support: This level focuses on providing high-quality instruction and support to all students in the school. It includes evidence-based teaching strategies, differentiated instruction, and a positive school climate that promotes learning for all students.

2. Tier 2 - Targeted Support: Students who require additional assistance beyond the universal support provided at Tier 1 are identified and receive targeted interventions at this level. These interventions are more specific to the needs of the individual student and are designed to help them catch up to their peers.

3. Tier 3 - Intensive Support: This level provides intensive, individualized interventions for students who require more specialized support due to significant learning or behavioral challenges. Students at this tier often have Individualized Education Programs (IEPs) or 504 plans that outline specific goals and accommodations.

Within The Richardson School, the MTSS framework is particularly important in ensuring that students with diverse needs receive the appropriate level of support to help them succeed academically and socially. By implementing a multi-tiered system of support, schools can identify students' needs early, provide timely interventions, monitor progress, and make data-informed decisions to promote student growth and success.

Positive Behavior Interventions and Supports (PBIS) is a proactive and evidence-based framework used in schools to establish a positive school climate and improve student behavior outcomes. PBIS focuses on preventing behavior issues by teaching and reinforcing positive behaviors, rather than solely reacting to misbehavior through punishment. PBIS utilizes the proactive strategies of positive behavior supports to enhance the environment, while encouraging appropriate behavior(s) through teaching, reinforcement and intervention.

POSITIVE BEHAVIOR SUPPORTS AND INTERVENTION TECHNIQUES:

- Teaching Expected Behaviors: Clearly define and teach students the expected behaviors in various settings (classroom, hallway, cafeteria, etc.). This includes explicitly teaching social skills, routines, and expectations.
- Reinforcement: Reinforce desired, appropriate and independent responses. This helps increase the likelihood of those behaviors occurring again in the future.
- Visual Supports: Use visual aids such as schedules, charts, or visual cues to help students understand expectations, routines, and transitions. Visual supports can enhance communication and reduce anxiety.

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Policies and Procedures

Positive Behavior Interventions and Supports (cont.)

- **Choice Making:** Offer students choices within appropriate limits to empower them and increase their sense of control. Allowing students to make choices can promote engagement and cooperation.
- **Environmental Modifications:** Adjust the physical environment to support positive behavior. This may include seating arrangements, organization of materials, and sensory accommodations to reduce distractions or triggers.
- **Self-Regulation Strategies:** Teach students self-regulation techniques such as deep breathing, mindfulness, or self-monitoring to help them manage emotions and behavior independently.
- **Social Skills Training:** Provide direct instruction and practice opportunities for students to develop social skills, such as sharing, taking turns, problem-solving, and conflict resolution.
- **Family and Community Involvement:** Collaborate with families, caregivers, and community resources to reinforce positive behaviors and consistency across settings. Engaging families in behavior support plans can enhance their effectiveness.

By implementing these positive behavior support strategies consistently and in conjunction with each other, educators can create a supportive and nurturing environment that fosters positive behavior, social-emotional growth, and academic success for all students.

REACTIVE SAFETY MEASURES:

The Richardson School maintains that all students are entitled to quality education, dignity and respect regardless of complex behavioral needs. A foundational assumption is that every behavior, including dangerous behavior, has a purpose or meaning for the student. Furthermore, any techniques involving coercion, including restrictive measures, are the least desirable way of addressing such behavior. Restrictive measures should be considered the method of last resort, and only after less intrusive, alternate strategies to address the participant's dangerous behavior have been determined ineffective, and imminent safety to self or others cannot be mitigated.

- **Sanitizing Environment(s):** Any techniques that involve changing the student's surroundings or environment to protect the safety of the student or others. An example may include the removal of dangerous items in the area.

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Policies and Procedures

Positive Behavior Interventions and Supports (cont.)

- **Physical Intervention:** A direct physical contact between a staff member and a student to control or restrict student movement. The Richardson School currently utilizes Handle with Care
 - Staff attend required training in the identified reactive curriculums prior to implementation with any student.
- **Protective Equipment/Mechanical Restraint:** Protective equipment is a device that restricts movement or limits access to areas of one's body, refers to devices applied to or near any part of an individual's body to prevent tissue damage or other physical harm, and cannot easily be removed by the individual. Protective equipment must not impair or inhibit visual or auditory capabilities or prevent or impair speech or other methods of communication. Protective equipment includes but is not limited to, devices such as:
 - Helmets, with or without face guards
 - Gloves or mitts
 - Wheelchair seatbelts
 - Meal chair seatbelts
 - Goggles
 - Pads worn on the body
 - Clothing or adaptive equipment specially designed or modified to restrict access to a body part

Use of protective equipment and mechanical restraint must be preceded by documented attempts to use alternative behavioral strategies and investigation into the functions of and reasons behind the student's behavior. If protective equipment/mechanical restraint is identified as being used before or during enrolment at The Richardson School, a Protective Equipment Assessment must be completed by the identified clinical team member, and a physician's order but must be provided before implementation. All steps should be taken to transition the student away from use of the protective equipment as soon as possible.

OVERALL LEGAL GUIDANCE AND COMPLIANCE:

TRS's philosophy and policies clearly indicate the preference for a positive approach. The addition of any program or philosophies therapeutic practices that are not currently in place must be pre-approved by the Director of Therapeutic Practices and the Executive Director.

TRS also recognizes the legal guidance set forth by both the state of Wisconsin and the state of Illinois. TRS ensures the below rules are adhered to for every enrolled student at The Richardson School.

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Policies and Procedures

Positive Behavior Interventions and Supports (cont.)

In the event that an emergency crisis management procedure is utilized, TRS will send written notification to the parent and school district within 24 hours of the event. For students attending TRS from the state of Illinois, additional notification to the IWAS system is completed within 2 school days of the incident. Incident Reports are available to both the guardian and student's school district in compliance with timelines outlined in the below rules and by request.

WISCONSIN LEGAL GUIDANCE – Act 118

Within 24 hours of the incident, TRS is required to provide guardians and sending school districts written notification of an instance of physical intervention or seclusion. TRS prohibits the use of prone restraint. TRS requires school staff to hold a meeting (debriefing) after each incident of seclusion or restraint to discuss topics specified in the Act. TRS will request an IEP team meeting within ten school days of the second time seclusion or restraint is used on a student with a disability within the same school year. Act 118 further requires each governing body to submit an annual report to the Wisconsin Department of Public Instruction by December 1. This law applies to both students with and without disabilities. The annual report is subject to the guidelines outlined in Act 118. The report creation, review and submission process is completed by the Director of Therapeutic Services, PBIS Coordinator, Day School Director(s) and the Executive Director.

ILLINOIS LEGAL GUIDANCE – 401.140(a) and 23IAC 1.285:

The Richardson School shall ensure that each student receives special education and related services in accordance with his or her IEP, provided that the use of behavioral intervention strategies that would jeopardize the safety or security of students or would rely upon pain as an intentional method of control shall not be permitted. Providers utilizing disciplinary or behavioral techniques or interventions prohibited in Illinois are not eligible for approval, except as otherwise provided in Section 14-7.02 of the School Code.

Additionally, **Section 1.285 Requirements for the Use of Isolated Time Out, Time Out, and Physical Restraint** provides further detailed guidance. All TRS staff members are required to review and follow this guidance.

The Richardson School Student and Family Handbook

Policies and Procedures

Physical Crisis Intervention

FUNCTION:

To ensure the safety of individuals and staff in situations where an individual's behavior poses an immediate threat of harm. Physical restraint will only be used as a last resort in emergency scenarios.

PHILOSOPHY:

It is the philosophy of TRS that staff members need to evaluate each crisis and to work toward tension reduction, preventative action, and the last resort usage of prompt, skillful, appropriate intervention when necessary to minimize injury and create physical and psychological safety for the students and for ourselves. The dangerous behavior exhibited must be believable, capable and of imminent harm to themselves or others to allow for use of a physical intervention.

Conditions for Physical Crisis Intervention:

A staff member may physically intervene in a crisis involving a student only if all the following conditions are present:

- Use of physical intervention takes place as a last resort when the student's behavior is imminently dangerous to life, health, or safety of the student or others.
- The UKERU Systems, restraint free, trauma informed care blocking procedures have been utilized and identified as in effective due to imminent safety concern.
- De-escalation techniques taught as part of the Handle with Care® system and in following use of all identified positive behavior support strategies.
- The staff member has completed TRS "Handle with Care®" training requirements.
- Physical intervention is not used for the convenience of staff members or as punishment.
- Physical intervention may not be longer than the time necessary for the student to be safe from imminent danger to self or others.
- Whenever possible, there should be at least two staff members involved in the implementation of physical intervention techniques to attempt to provide additional monitoring and increased safety for students and staff members.
- A written Incident Report and any other necessary documentation are completed and routed as designated for each occurrence of physical intervention.

Physical restraint must not be used as a routine behavior management technique, to punish or discipline an individual or to respond to:

- an individual's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the individual or another person
- an individual leaving the classroom/school/building without permission, unless that conduct causes an imminent risk to the safety of the individual or another person

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Policies and Procedures

Physical Crisis Intervention (cont.)

- verbal threats of harm from an individual, except where there is a reasonable belief that the threat will be immediately enacted upon with the ability to complete action
- property destruction caused by the individual unless that destruction is placing any person at immediate risk of harm.

Any restraint that covers the individual's mouth or nose, restricts breathing, takes the individual to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest, or joints, must not be used.

TRS Agency-Approved Handle with Care® Physical Interventions Include:

- PRT (Primary Restraint Technique) and Modified PRT
- Settle Position
- Settle Position with Assistance
- Two-Person Escort Technique

TRS prohibits the Prone and Supine Restraint Techniques. TRS does not approve of escort techniques with struggling students, except to remove an imminent safety threat to the student or to others in the immediate area. In those situations, the student should be escorted to the nearest safe location available.

TRS staff are trained in the Handle with Care® physical intervention techniques outlined in this policy during orientation, at scheduled refresher trainings, held typically twice a calendar year and upon request of any member of Administration.

Annually, TRS certified Trainers are trained/retrained onsite by Handle with Care® to ensure best practices and technique of the interventions are correct.

The Richardson School Student and Family Handbook

Code of Conduct

Introduction

At MyPath/The Richardson School, how we conduct ourselves each day determines the fate and ultimate success of our company. For this reason, MyPath has implemented a Code of Conduct that applies to both internal Owners and external stakeholders. Please review the Code below and thank you in advance for your commitment to creating the best possible experience for everyone.

MyPath Code of Conduct

MyPath strives to uphold the highest ethical standards and all applicable laws. We expect our Owners, members of the Board of Directors (“Directors”), and all other stakeholders (clients’ families, payers, regulators, licensors, and vendors) to follow this Code in all interactions with Owners, the individuals we support, and the community.

MyPath’s mission is to transform lives. We rely on five core Beliefs and Behaviors to support this effort:

- Passion
- Accountability
- Teamwork
- Openness
- Continuous Learning and Innovation

To carry out our mission, we employ and serve people who represent a variety of characteristics and identities. Every one of those members of the MyPath community is valuable. We strive to create an environment where those who differ in age, ability, race, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, religion, sexual orientation, size, socio-economic status, veteran status, and other characteristics nevertheless prosper together through shared values and goals.

We collaborate with stakeholders who help us achieve this mission. Our extended community holds a shared responsibility to treat everyone with dignity and respect at all times and to create an environment where everyone can thrive.

Accordingly, **any person, family, or entity that engages with MyPath is expected to demonstrate inclusive and respectful behaviors in every interaction with MyPath.** This includes activity and comments posted on social media or shared with other external stakeholders. It also includes direct personal interactions during MyPath provision of services.

This Code sets forth the standards we expect our stakeholders to follow. It is not intended to reduce, replace, or limit any legal or contractual obligations that stakeholders may owe to MyPath. Since it is impossible to predict and describe every situation, stakeholders should follow this Code in both spirit and letter. MyPath takes seriously any failure to meet the expectations set out in this Code. We may decide no longer to do business with any person, family, or entity that fails to follow it.

The Richardson School Student and Family Handbook

Policies and Procedures

Visitor Policy

All exterior doors to TRS remain locked at all times.

Each school building has a main entrance area that is equipped with a live camera/video-feed doorbell system. When a visitor approaches the building and rings the doorbell, the system turns on and begins to project a live video feed to the main office. Each system includes a two-way communication function and ability to unlock the main door. Visitors should be asked the following questions before being allowed in:

1. State their name
2. State their reason for arriving/whom they are visiting

When visitors are allowed into the building, they are to report to the main office first. All visitors must register on a sign in sheet. The sign in sheet must include minimally the following information:

1. Visitor's name
2. Reason for their visit
3. Date and time of arrival
4. Time of departure

Visitors must sign out upon departure

Visitors are given a guest badge during their visit to denote their presence in the building to other staff members. Visitors must remain in the front office until an employee greets them for their visit. All visitors must remain with an employee while on site, unless previously approved by the Day School Director.

The Richardson School Student and Family Handbook

Policies and Procedures

Responsible Use Technology

As a user of technology everything one does leaves a digital footprint. This policy will guide you how to use technology responsibly. Choose wisely and think before you act.

1. Each student accepts full responsibility for the device during the class period in which it is assigned. Students are expected to follow the technology check-out process identified for each classroom. The student is expected to not leave the device unattended.
Students will not exit the classroom until there has been a complete count of devices.
2. The devices remain property of TRS. The student will use equipment as directed by staff, practice responsible care and report any malfunctions. Stickers, cases, and decorations are not allowed on the devices. Students are not allowed to mark, write, or carve words or symbols on the devices.
3. Food and beverages are not allowed around/near where the devices are being used.
4. Students are not allowed to disassemble the devices.
5. Sharing "one to one" devices with other students is not allowed.
6. The student will not share username and passwords. The student will not reveal or post personal information belonging to them or another person (i.e., passwords, addresses, or telephone numbers). The student will sign out of their account after every use.
7. The use of the devices will be limited to sites that are appropriate and educational as determined by TRS.
8. Devices and user accounts are subject to inspection at any time without any notice.
9. Plagiarism is copying or using another person's work without giving credit (or payment) to the author and is against the law. All information copied and used by students will be appropriately referenced by author, source, date of publication, and/or Website link.
10. Each student at TRS is an individual worthy of respect and his/her work is considered personal property. The student agrees to use only their own files and folders. Emails that contain appropriate educational messages are sent to only approved users.
11. The student agrees to be polite, considerate, and to use appropriate language.
12. The student agrees to report and/or help prevent any bullying, abuse, or harm of others.
13. The student agrees to tell an adult if he/she reads, sees, or accesses something inappropriate, or if he/she witness inappropriate use of technology.
14. The student agrees to follow all filters and security measures.
15. The student will not install software / apps on any TRS devices without direct supervision of TRS staff.

Not following the above expectations may result in the loss of devices privileges for a determined amount of time.