

A PARENT'S GUIDE TO ST ANNE INSTITUTE

Dear Parents:

Welcome to St. Anne Institute. This handbook provides an outline of information, procedures and expectations to provide you a better perspective on the workings of this program and to help you understand the goals and mission of St. Anne Institute. Our goal is to help young women take control of their lives and learn to be successful and productive, both inside and outside of school, by offering them support and instruction in a therapeutic milieu to help them get there. We support our students in making positive lifestyle choices, learning to achieve their academic potential, developing their character and social skills as well as a positive self-image. Our programs are designed to help students learn and grow emotionally, academically and socially, with a goal of helping the student successfully transition back to their home and community, as their progress dictates.

WHO WE ARE

St. Anne Institute is a private, not for profit, secular residential and community based preventive service agency committed to providing the highest level of care and rehabilitation services in the briefest time to children and families throughout New York State. We are located on an eight and one half-acre campus in the heart of Albany, New York. Each year, thousands of children, young adults and families benefit from St. Anne Institute's programs and services.

OUR MISSION, VALUES & GUIDING PRINCIPLES

Mission Statement: The mission of St. Anne Institute is to help persons entrusted in our care to live with dignity by ensuring their physical well-being while enhancing their personal lives intellectually, emotionally and spiritually.

Values Statement: The St. Anne Institute Boards and staff are dedicated to enhancing the uniqueness and promoting the personal worth of children, adolescents and families we serve. To this end, St. Anne Institute is committed to:

- Providing the highest quality therapeutic, residential, educational and preventative services.
- Providing a safe, nurturing therapeutic environment and a supportive professional work environment.
- Ensuring that those in our programs have the opportunity to realize their potential and return to strengthened families or independent community living.

Guiding Principles: Loving, Caring and Protecting

St. Anne Institute

Directory of Personnel

EXECUTIVE PERSONNEL

Chief Executive Officer/President Mr. Anthony Cortese, 437-6501
Chief Operating Officer Ms. Theresa Gabriel, 437-6502
Chief Financial Officer Ms. Diane Malecki, 437-6510
Assistant Executive Director for Support Services Mr. Dennis Domkowski, 437-6579

SCHOOL PERSONNEL

Principal Mr. Ralph Rothacker, 437-6573
Guidance Counselor Ms. Jessica Samuel, 437-6574
CSE Chairperson Ms. Lori Sylvester, 437-6575
School Psychologist Ms. Kiana Jannesari, 437-6576
Intervention Manager Ms. Kim Boyd, 437-6562
School Secretary Ms. Deborah Hoffman, 437-6577

NON-INSTRUCTIONAL PERSONNEL

On-Call/Continuous Quality Improvement Manager Ms. Michelle Parady, 437-6518
Administrator of Child Care Ms. Terri Boland, 437-6521
Administrator of Clinical Services Ms. Nancy O'Keeffe, 437-6702

OUR SERVICES

Day Treatment Services

St. Anne's Day Treatment Services Program is limited to adolescent females (ages 12-17). All other Non-Residential programs are open to male and female clients and their families. Through our Day Treatment Program, adolescent females (ages 12-17) from the Capital Region and the city of Albany can benefit from St. Anne's clinical and specialized school program year-round while still living at home. Youngsters are referred to us by county Departments of Social Services and School District Committees on Special Education.

Contact:

Lori Sylvester, CSE Chair (518) 437-6575 Fax: (518) 437-6532
lsylvester@s-a-i.org

Community Based Services

St. Anne's non-residential programs share the common philosophy that families are the focus of our interventions. By emphasizing family strengths and by helping children and their families cope with the extreme stresses they confront, we help families break cycles of abuse and victimization.

Main Office:

160 North Main Avenue, Albany NY 12206 • (518)437-6500 Fax: (518)437-6588

We also have 2 satellite offices:

Troy Satellite Office:

24 4th Street, Troy, NY 12180 • (518) 437-6619

Hudson Falls Satellite Office:

77 Main Street, Hudson Falls, NY • (518) 747-7561 Fax: (518) 747-8806

Residential Child Care for young women ages 12-21

St. Anne's therapeutic milieu offers a full range of family focused, therapeutic treatment options to resolve the unique issues and emotional problems each resident has experienced. Upon arrival, residents are immediately involved in their treatment programs, which ultimately focuses on returning home or preparing to live independently.

Our residential campus provides a structured and supportive environment for young women ages 12-21 that are unable to live at home, attend public school or function in the community. Comfortable dormitory-style living units provide 24/7 care with around-the-clock awake coverage.

Our specialized "Hard-to-Place" units are designed for residents with extraordinary needs, the degree and intensity of which cannot be met in regular residential programs. These girls are provided with self-contained academic and recreation programs while clinicians work daily with them in a highly structured environment.

St. Anne's partners with Hope House to provide substance abuse services. This includes drug and alcohol screening, comprehensive assessments, individual and group therapy.

The program also provides a wide range of support services to augment treatment including:

- On-Grounds Work Programs
- Recreational Programs
- Independent Living Skill Development Programs
- Volunteer/Service Learning Programs

Contact: Mary Mulchy
Phone: (518) 437-6559
e-mail: marym@s-a-i.org

ACADEMICS

The St. Anne Institute's is a Regents Accredited Special Education Junior/Senior High School certified by the New York State Education Department and the Council on Accreditation. We offer a safe, highly structured environment for young women in which clinical and educational services are integrated into the total milieu. Our academic program are specifically designed to assist our students in realizing their strengths and abilities while recognizing and understanding the importance of completing their education. We offer classes and instruction designed to meet the rigorous NY State Graduation requirements and are aligned with NY State Common Core standards. Our classrooms are designed to simulate students' learning capacity and tailored to meet the individual academic and behavioral needs of our students through a variety of instructional and therapeutic supports. Academic progress is carefully monitored through formal and informal assessment and curriculum based measures.

We offer small, highly structured classes with a 6:1:1 setting and an array of specialized services to meet individual student needs as set forth in their Individualized Education Plans (IEPs). We also offer crisis intervention services; individual, group and family counseling; psychological and psychiatric consultation, assessment and medication management; vocational and career counseling, including a work experience program; cultural and recreational activities; senior year activities and graduation ceremony; and a summer education program.

SCHOOL OVERVIEW

The St. Anne Institute school day begins at 9:03 am and ends at 2:49 pm. Students are scheduled for seven instructional periods with a 20-minute lunch break.

There are "A" and "B" week components to the school schedule. Students may have physical education class on Monday, Wednesday and Friday of "A" week and on Tuesday and Thursday of "B" week.

Students are expected to move directly from class to class in an orderly fashion. There are two bells: the first signals the end of class and the second (3 minutes later) is the late bell. Students are expected to be extra quiet at change of class and during all lunch periods in consideration for classes that are still in session.

Students must remain in the cafeteria during their lunch period. Food and drinks cannot be brought into other areas of the school.

Daily announcements will be used to communicate important information.

In the event of inclement weather, the starting time for school may be delayed. Students who ride the bus may be excused from school if their home school district is delayed or closed.

GRADING OVERVIEW

Report cards are issued four times a year at ten week intervals. A failing grade is any grade below 65. Effort and conduct marks earned by students are an important component of class assessment. Effort and conduct marks are assigned as follows:

- 1= Excellent
- 2=Good
- 3- Average
- 4=Below Average
- 5=Poor

Students can make the honor roll by earning a GPA of 89.50 and above for High Honors, and a GPA of 84-50 to 89-49 for Honors. Students who do not meet the requirements for a Regents Diploma may earn a Career Development and Occupational Studies Commencement Credential (C-DOS) according to a program set forth by the Committee on Special Education (CSE). The C-DOS credential may be earned in conjunction with a high school diploma, as determined by the CSE.

ATTENDANCE

St. Anne Institute requires that all students attend school regularly in compliance with the Code of Conduct, and state and federal law. Agency staff, administration and faculty believe that good student attendance is vital to the student's academic achievement. Every student must accept her responsibility to attend school as scheduled. It is also important that students arrive at school and to class on-time and ready to proceed with the day's school work. Students who have transferred to St. Anne Institute from their home school district may have the ability to make up for failed or miss courses during the summer program.

St. Anne Institute recognizes the following as **excused absences** pursuant to its policies:

- Scheduled Home visit(s)
- Day visit(s) with parent/guardian (with prior arrangement through SAI)
- Therapy appointment(s)
- Medical Clinic visit(s)
- Outside medical appointment(s)
- Case Manager appointment(s)
- Approved time out/time away
- School outing(s)
- College visits
- Guidance appointments
- Treatment reviews/Committee on Special Education meetings

- Service Plan Review meetings
- Appointments with regulating agencies; i.e. OCFS, SED, Justice Center, Local Departments of Social Service and Home School District representatives.
- Closure of home school district (*no transportation*)- *applies to day students only*
- Required court appearances

PARENTAL NOTIFICATION

Parents/Guardians and the placing agency i.e. the Home School District Committee on Special Education (CSE) or the Local County Department of Social Services (LCDSS) must always be called under the following circumstances:

- Leaving agency grounds and exiting out of staff sight (AWOL)
- Hospitalization for injury or illness
- Emergency room evaluation
- Mobile Crisis evaluation
- Psychiatric placement/hospitalization
- Police involvement/intervention
- School suspension
- Injuries that require more than basic First Aid
- Referral to a specialist physician
- Placement in time out
- Activating the fire alarm
- Carrying or concealing weapons (with or without police intervention)
- Property destruction/vandalism (with or without police involvement)
- Use/abuse of drugs or alcohol
- Distribution or selling or illegal substances (with or without police involvement)
- Physical intervention/restraint

In those situations in which legal authorities or another outside service, i.e. Mobile Crisis, is called for assistance, On-Call will make notifications to the parent/guardian and the placing agency. On-Call will also make all notifications if an incident occurs after hours (4 p.m.) and on weekends.

For those incidents/occurrences which do not require the involvement of non-agency assistance, notification may be made to the students' case manager or therapist.

STUDENT CONDUCT AND BEHAVIORAL EXPECTATIONS

Students at St. Anne Institute are expected to accept personal responsibility for their actions and to follow all St. Anne Institute rules and expectations. They are expected to conduct themselves in a manner that is respectful of themselves and others and comports with the Code of Conduct established and provided to all students upon enrollment. We expect students to be respectful of each other and of staff and faculty. We expect that our students will demonstrate good conduct throughout the day in school and out. While in school, the student will be expected to work to their full potential and follow rules and directions of school staff, faculty and administration. Students will only bring teacher-approved educational items to school and will not transport any contraband or prohibited items into school or the residence. (Refer to the Code of Conduct for more information on prohibited items). We expect all students to behave in a respectful and appropriate manner and will work with them to develop and consistently apply these skills throughout the day and our programs and services.

Students will be expected to maintain an appropriate appearance at all times and will comply with the St. Anne Institute dress code. (Refer to the Code of Conduct for further information).

Our Daily School Report forms serve as a tool to help monitor the student's progress in exercising appropriate behavior and compliance with St. Anne Institute expectations. Students will be eligible for points which may be redeemed in the Point Store for opportunities, experiences or specific rewards. By utilizing a positive behavioral intervention and reward system, we hope to help students accept responsibility for their actions, and connect their behavior and decision-making with the natural consequences.

DAILY SCHOOL REPORT

For residential students, the Daily School Report (DSR) serves to bridge the communication gap between the school program and the childcare units. For both day services and residential students it can be used to monitor each student's behavior and investment in their educational program. Students are actively encouraged to carry their DSR to each class.

Each residential and day services student has a DSR which allows a teacher to assess the student's level of responsibility, interaction and work completion for each of the student's classes. The student earns either a 0 or 1 for each category. Students are not penalized if they are not present for class due to an excused absence, such as a medical or therapy appointment.

Student DSRs are collected and tallied at the end of each school day. This tool is then used in subsequent team meetings during the week to discuss the student's areas of progress or concern and assess trends in the school program. Over time the data can be used and supported by teacher and/or therapist observation, to analyze patterns of behavior, and progress in the individual's classwork to determine if a formal Functional Behavior Assessment is needed.

DISCIPLINE

St. Anne Institute is committed to providing a safe and orderly school environment where students may receive and staff may deliver quality educational services without interference. The agency expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, staff and agency personnel and other members of the school community, as well as for the care of school facilities and equipment. The best discipline is self-imposed, and the agency expects students to learn to assume and accept responsibility for their own behavior, as well as consequences for their misbehavior. Disciplinary action is used only when necessary and emphasis is always placed on the student's ability to grow in self-discipline. Before considering any formal disciplinary action, staff should first attempt to engage the student in a Plan B conversation or to utilize TCI and PBIS techniques to deescalate the problem behaviors.

There are instances when it may be necessary to suspend or otherwise impose appropriate consequences upon St. Anne Institute students to address disruptive or problem behavior. The amount of due process a student is entitled to will depend on the penalty being imposed. In all cases, regardless of the penalty imposed, school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the disciplinary penalty.

In addition, the agency also recognizes that students with disabilities, in addition to the level of due process afforded to all students subject to disciplinary penalty, also enjoy certain other procedural protections when school authorities intend to impose discipline. The agency is committed to ensuring that the procedures followed for suspending or otherwise imposing consequences upon St. Anne Institute students are consistent with the procedural safeguards required by applicable laws and regulations.

The Code of Conduct sets forth the expectations for student conduct at St. Anne Institute and was developed in conformity with federal and state law and regulations.

Authorized Suspensions or Removals of St. Anne Institute Students

A suspension may be imposed for disciplinary reasons. As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Disciplinary penalties may include, but are not limited to, oral and written warnings, detention, suspension from participation in athletics or social or extracurricular activities, suspension of other privileges, in-school suspension, restitution or restorative justice, removal from classroom and short-term or long-term suspension.

It is important to balance the need of students to attend school and the need for order in the classroom and to establish an environment conducive to learning. St. Anne Institute has established an in-school suspension (ISS) as an alternative option to suspension out of school. Students at St. Anne Institute who have been placed in an in-school suspension (ISS) will receive an alternate educational program within the agency which will enable the student to continue to progress in the general curriculum, although in another area of the school, and continue to receive those services and modifications including those described on the student's current Individualized Education Plan (IEP), treatment plan or safety plan (as applicable). This will enable the student to meet the goals set out in her IEP or in her treatment plan, and include services and modifications to address the behavior which precipitated the ISS placement and are designed to prevent the behavior from recurring. A student subjected to in-school suspension is not entitled to a full hearing pursuant to Education Law §3214, however the student and parent will be provided with notice, in writing, and will be offered an opportunity for an informal conference to discuss the conduct and the penalty involved.

Short Term Suspension (5 days or less)

When the Principal proposes to suspend a student charged with misconduct for five days or less, pursuant to Education Law §3214(3), the suspending authority (or their designee) must immediately notify the student orally of this proposal. If the student denies the conduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided through some means reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose the suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has a number for purpose of contacting the parents. The

written notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish. Notice and the opportunity for an informal conference shall be provided before the suspension takes place, unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The principal or designee shall advise the parents that if they are not satisfied, they may appeal the determination and provide information on how to initiate such an appeal. Parents may also appeal the decision to the Commissioner of Education within 30 days of the decision.

Long term suspension (more than 5 days)

If a suspension for more than 5 days may be warranted, the student and parents are entitled to reasonable notice of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, to question witnesses against her and the right to present witnesses and other evidence on her behalf. A hearing officer may be designated to conduct the hearing. A record of hearing shall be maintained. A decision of the hearing officer shall be submitted and may be adopted in whole, or in part. Any appeal of a suspension for more than 5 days shall be based solely upon the record below. Appeals to the Commissioner of Education must be made within 30 days of the decision to be timely.

Alternative Instruction

Whenever a student is suspended and is compulsory education age, immediate steps shall be taken for her attendance upon instruction, although in another setting, at a minimum of 2 hours per day, 5 days a week.

Discipline of Students with Disabilities

It may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain additional procedural protections and is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable law and regulations.

St Anne Institute's CSE shall conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review the behavioral intervention plans whenever the agency is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from her current educational placement for more than 10 school

days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the BIP and its implementation to determine if modifications are necessary. If the CSE finds that modifications to the student's current IEP program, or services are needed, the committee shall convene a meeting to modify such plan and its implementation, to the extent the committee determines necessary.

During any period of suspension or removal, including placement into an IAES, students with disabilities shall be provided services required by the Commissioner's Regulations as set forth in Part 201.10.

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations, and in collaboration with other regulatory and oversight agencies:

- The agency may report a crime committed by a St. Anne Institute student to appropriate authorities, however, such action will not necessarily constitute a change of the student's placement, but may require a referral to the appropriate human services agency as defined in Section 100.2(l)(2)(ii)(n) of the New York State Education Department Regulations.
- On-Call staff will be responsible for contacting law enforcement, Mobile Crisis, the fire department or any other outside intervention.
- The agency will, whenever possible, ensure that copies of special education-related documents for a student with disabilities are sent for consideration to the appropriate authorities to whom an incident is reported.
- If legal authorities are contacted, the Justice Center must be notified. If the incident does not rise to the level of legal involvement, but does constitute a "significant incident" as defined by the Justice Center, the incident must be reported to the Justice Center by the party or parties observing the incident.

CONFIDENTIALITY AND PRIVACY RIGHTS

St. Anne Institute, its employees and cooperating agencies all recognize and abide by all laws and regulations pertaining to the access of information in clinical, educational and medical records as set forth by the New York State Office of Children and Family Services (NYS-OCFS), New York State Education Department (NYSED), the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Health Insurance Portability and Accountability Act (HIPPA). Access to records and information will be made in conformity with these laws and their implementing regulations.

CONTACT WITH YOUR CHILD

As the parent or guardian, you are an important part of the therapeutic process. We will work with you to arrange appropriate opportunities to communicate with your child, and, as they earn points for positive behaviors and choices, they will also be considered for family and/or home visits. You are always able to communicate with our staff if you have questions or concerns about your child.

CAMPUS VISITS

We believe that visits with parents and family can enhance the program by promoting continuity and communication between home and school. All visits shall be pre-arranged and will be

scheduled with the student's education and therapy schedules in mind. Families will be expected to arrive on time and depart on schedule. If there is a problem with your scheduled visit, contact the school to reschedule.

Any items which families may bring must be reviewed and approved by the program staff for safety and compliance before it will be allowed in the residence or in the school. Any items which are deemed inappropriate by agency standards will be sent home. If families bring other siblings, they are expected to be supervised by the parents and ensure that all campus and visitor's policy rules are being followed.