

Welcome to Easterseals NH Gammon Academy! I am Suzanne Gorhan, Director of Admissions for our Residential & Educational Services programs.

Enclosed, you will find information on our Mission, Philosophy, and Individualized Services, which are designed to elevate students of all abilities. I look forward to speaking with you regarding our available treatment options. I can also come to you and discuss our programs or welcome you for a tour of our Residential & Educational Services program.

To contact our admissions department, call **603.206.6603** or email **ResEdAdmissionsOffice@eastersealsNH.org**.

We look forward to collaborating with you!

Respectfully,



Suzanne Gorhan
Director of Admissions
Easterseals NH Gammon Academy

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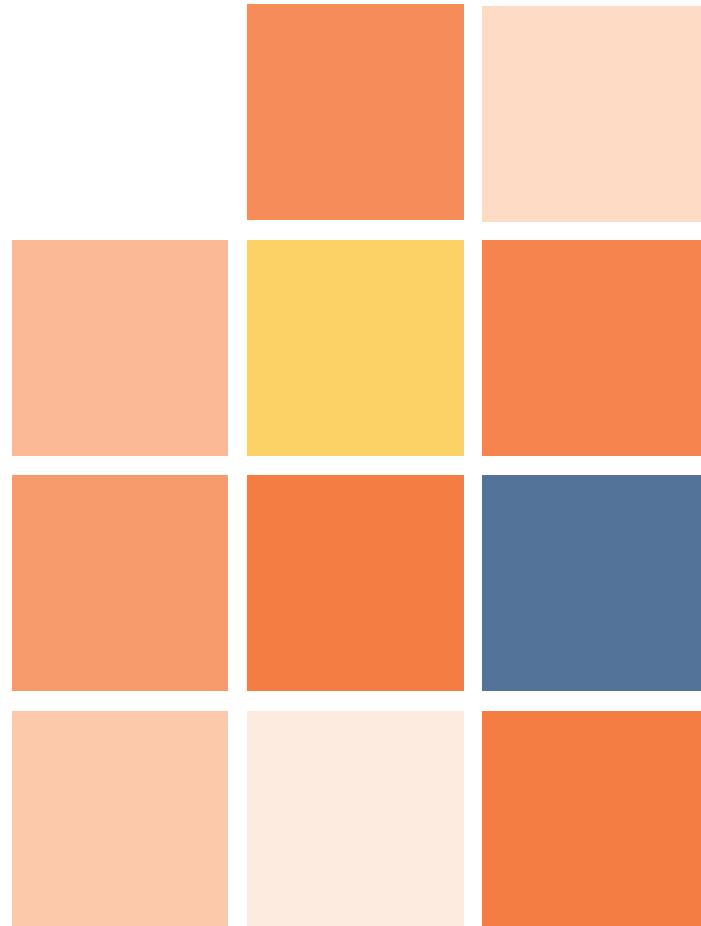
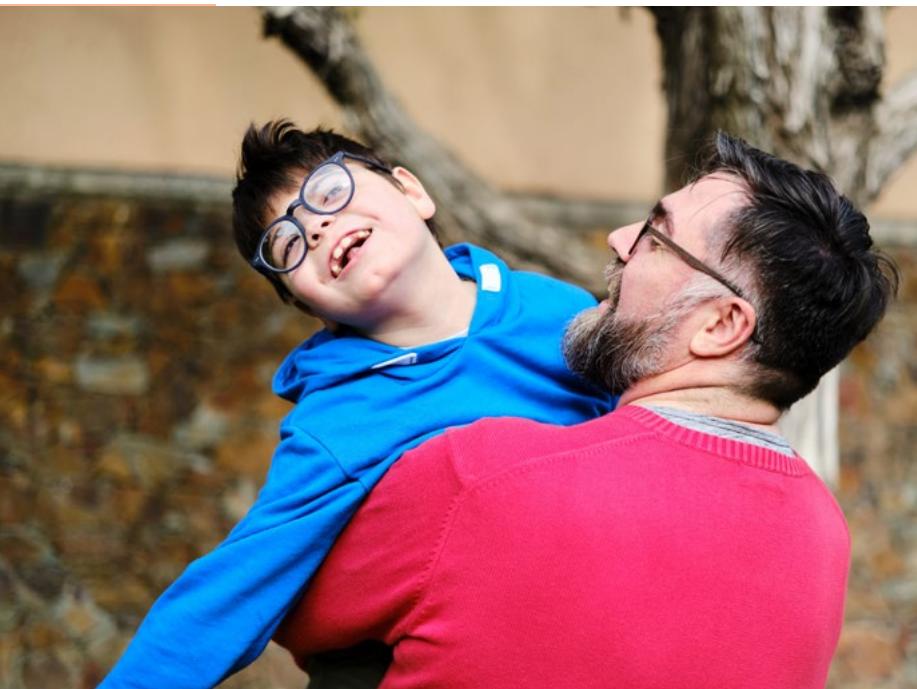
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RESIDENTIAL & EDUCATIONAL SERVICES

Gammon Academy

Family and Guardian Handbook



EASTERSEALS NH / RESIDENTIAL & EDUCATIONAL SERVICES

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ACRONYM LIST

| | |
|------|--|
| ACE | Adverse Childhood Experience |
| CARF | Commission on Accreditation of Rehabilitation Facilities |
| FAC | Family Advisory Council |
| FOW | Family Outreach Worker |
| ISO | Individual Service Option |

1. INTRODUCTION

Our Residential & Educational Services program was named after Larry Gammon, who joined the agency in 1971 and served as the President and CEO from 1988 to 2019.

Our programs utilize an individualized treatment model offering many levels of service delivery. They are specifically designed to help students and families who require intensive-level services residentially, at home, in school, or in the community. Program strategies include assisting students and families in caring for themselves within their community. In addition, the program works with each individual student and family to help resolve issues that may be interfering with their quality of life.

Leaders of Easterseals NH Gammon Academy are committed to ensuring that we offer trauma-informed programs. The students and families that we serve have a variety of strengths, challenges, and abilities. In addition, nearly all of the children and students we serve have experienced at least one adverse childhood experience (ACE), and often multiple ACEs. It is critical that our staff are able to recognize and respond to the students in a manner that helps them develop resilience and does not lead to further trauma. Staff members at each of our campuses participate in ongoing learning and improvement activities to ensure that trauma-informed practices are consistently upheld as our standard of care.

2. PHILOSOPHY

The mission of Easterseals NH Gammon Academy is to provide exceptional educational and residential services that ensure students of all abilities—and their families—have equal opportunities to live, learn, work, and play in their communities. We are committed to delivering high-quality, treatment-oriented care that is family-driven, student-guided, and trauma-informed.

Our programs offer a highly structured environment through individualized counseling and instruction, clinically driven groups, and comprehensive treatment and transition planning. Whether a student is preparing for independent living or requires support in a more structured setting, we focus on building the skills necessary for each individual to live with as much independence as possible.

Gammon Academy fosters a learning environment that uses creative teaching strategies, small class sizes, and a low student-to-staff ratio to actively engage students and promote academic, social, and behavioral growth. Our approach emphasizes positive behavior through role modeling and ongoing staff training, helping students prepare for success and independence in adulthood.

Transitional and independent living skills are an integral part of our curriculum. From the moment students arrive, we work closely with them and their families to develop the abilities and confidence needed to transition successfully into their communities. We also collaborate with families to address any challenges that may be affecting the students' overall quality of life.

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3. STUDENT RIGHTS

Easterseals NH upholds the rights of students. While in our care, students have the right to:

- Be treated with dignity, courtesy, and respect in a safe environment without regard to race, ethnicity, sexual orientation, expression, religion, or disability.
- Be free from abuse, neglect, and exploitation (including financial exploitation).
- Be free from intimidation, humiliation, retaliation, bullying, or mistreatment by other students or staff members.
- Participate in activities associated with their religious beliefs.
- Keep and use their belongings.
- Be free from unnecessary searches of their body or belongings.
- Maintain positive contact with significant people in their lives, have visitors, and make telephone calls during reasonable times.
- Send and receive unopened mail.
- Be involved in and informed about decisions that affect them.
- Be involved in creating or changing their treatment or service plan. This includes being involved in decisions about their medication, therapy, and other treatment options.
- Know which methods of treatment and rehabilitation will be used, the purpose of each method, and the timeframe for each specific goal.
- Make suggestions about the services and the program operations.
- Be supported in healthy growth and development and provided with regular access to medical, dental, vision, and behavioral health services.
- Have a voice in their Permanency and Case Planning. These plans are created by placing agencies, and students will be supported in advocating for their preferences by their team.
- An appropriate education, including instruction in independent living, self-care, and career readiness skills to prepare them to live as independently as possible.
- Request a meeting with team members and administrators in order to advocate for their rights.
- Confidentiality, except in life-threatening or mandatory reporter situations.
- Contact an advocate within or outside of the program if they feel their rights have been violated.
- File a grievance if they feel any of their rights have been violated. (See the Grievance Procedure that follows.)

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4. GRIEVANCE PROCEDURE

All residents are urged to talk openly with staff members about any questions or concerns they may have about their treatment and care at Easterseals NH Gammon Academy.

The procedure for resolving grievances is as follows:

1. Please discuss your concern with the Hall Supervisor, your family outreach worker (FOW), or clinician. They will try to work with you directly to respond to your concern and resolve the problem. They may also help you advocate for others if the problem is not something that Easterseals NH can control.
2. If you are not able to solve your grievance by talking about it with the Supervisor, FOW, or Clinician, you can complete page 1 of the grievance form and submit it to your program's Director. You can ask staff to help you complete the form and submit it.
3. You will not be retaliated against for filing such a complaint.
4. The director will meet with you within three business days of you submitting the grievance form to discuss ways to resolve the problem.
5. If you are not satisfied with the possible solutions the director presents, your grievance form will be submitted to the Vice President or Senior Vice President.

Please submit the completed grievance form to the following leaders at the appropriate Easterseals NH Gammon Academy location:

| | |
|---|---|
| EASTERSEALS NH GAMMON ACADEMY AT ZACHARY ROAD | Megan Kosowicz , Director of Residential Services Daniel Weldon , Director of Residential Services |
| THE SCHOOL AT EASTERSEALS NH GAMMON ACADEMY AT ZACHARY ROAD | Timothy Capen , Principal |
| EASTERSEALS NH GAMMON ACADEMY AT MAMMOTH ROAD | Kaitlin Griffin , Director of Residential Services |
| EASTERSEALS NH GAMMON ACADEMY AT LANCASTER | Gretchen Cook , Director of Residential and Educational Services |
| EASTERSEALS NH GAMMON ACADEMY INDIVIDUAL SERVICE OPTION (ISO) SERVICES | Sarah Cammarata , ISO Program & Foster Care Director |

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Secondary review, if needed, will be provided by:

John Soucy, Sr. Vice President of Residential & Educational Services

Dolores Donovan, Vice President of Clinical Services

If you are unsatisfied with the outcome of your grievance, you can contact your placing agency, which is listed in the contacts at the end of your handbook, or you may also ask your FOW, clinician, or administrators for the appropriate name and contact information.

5. THE RESIDENTIAL/EDUCATIONAL TEAM

The staff members who work at Easterseals NH Gammon Academy's campuses are carefully selected and highly trained individuals who truly care about students and their families. Residential staff members are available 24 hours a day, seven days a week to support and mentor students. The direct support staff members are called residential instructors. The residential instructors serve as counselors and role models to the students. As staff members, they are specifically trained to help identify and resolve challenges on an individual basis.

Each student is assigned an Easterseals NH treatment team, consisting of a core group that includes their parent(s)/guardian(s), a clinician, a Family Outreach Worker, a Special Education teacher, and a Special Education case manager.

Based on the needs of the student, other Easterseals NH staff members or contracted professionals may also participate in the treatment team, such as a psychiatrist, registered nurse, nurse case manager, nurse practitioner, dietitian, speech-language pathologist, occupational therapist, physical therapist, hall supervisor, residential instructor, or paraprofessional. Participants from other community and state agencies that support the student are also involved in the treatment team, such as a child protective service worker, juvenile probation and parole officer, court-appointed special advocate, guardian ad litem, school district representative, or area agency representative.

Special Educational case managers oversee the Individualized Education Program (IEP) process between the student, family, and sending district to ensure that their individual academic needs are met. Each classroom is overseen by a New Hampshire-certified Special Education teacher. The teacher and paraprofessionals assist the students with reaching their individualized education goals while also guiding them through a trauma-informed lens. A speech-language pathologist, occupational therapist, physical therapist, and guidance counselor also assist students in meeting their optimal academic success.

Easterseals NH ISO programs are staffed by FOWs and clinicians who work to provide family support and counseling for families and students living in the community.

6. THE FAMILY/TREATMENT TEAM RELATIONSHIP

Easterseals NH's goal is to strengthen and reunify families whenever possible.

The Gammon Academy team will encourage family members to take an active role in their child's treatment and education. Easterseals NH believes more progress is made when the family actively engages in driving and supporting their child's treatment.

This crucial family/treatment team relationship begins during the admission process. The student's success and well-being are the basis for this partnership and should remain at the forefront of team discussions and decisions. Easterseals NH strives to maintain open communication to foster a healthy partnership with all involved.

7. PROGRAM SERVICES

7.1 Therapeutic Services

Each student and family comes to Easterseals NH with strengths and abilities upon which they can build. The community at Easterseals NH Gammon Academy fosters these strengths through positive relationships and an environment of mutual respect.

The most notable feature of treatment at Easterseals NH Gammon Academy is the ability to individualize plans and supports to meet the needs of each student and family. A multidisciplinary team of professionals assesses the strengths and needs of each student and family, beginning at the time of referral. Based upon this assessment, recommendations are made to guide treatment. A treatment team is assembled for each student to take these recommendations and plan the steps of treatment. In addition to the multidisciplinary team of professionals from Easterseals NH, key members of this treatment team are the student, the parents or guardians, and representatives from other agencies that support the family. The student and family are encouraged to take a lead role in planning treatment. When students are less able to participate directly in the process, the team works to ensure that their preferences and needs are represented. This is done by parents and/or direct care staff members who are attuned to the preferences and needs of the student.

Family-driven and student-guided practices are implemented by ensuring families' voices are not only heard but also part of treatment. Easterseals NH makes efforts to ensure that the family is present at all meetings and sessions, scheduling meetings around the family's availability. During scheduled in-home family work and family therapy sessions, the treatment plan is cultivated. The student and family's treatment plans are developed with families, jointly establishing measurable goals, objectives, and interventions. The interventions are designed to be practical for both a residential education setting and a home/community setting. This ensures that the learned skills can be utilized by the student and family after permanency is achieved.

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Group counseling is another key component of treatment. In group sessions, students are given tools to manage their individual struggles. Some examples of groups offered are: social skills development, independent living skills, conflict resolution, career exploration, bullying, stress management, mindfulness, self-awareness, relaxation, hoping and healing, sexual health information, and creative coping. Other specialized groups are developed as needed.

Clinical services include individual therapy, group therapy, family therapy, and family work. Easterseals NH also provides in-home intensive services and community services that are individualized and flexible.

All clinical programs are subject to New Hampshire certification rules and oversight. Clinical department members participate in weekly supervision, regular training sessions, and ongoing professional development experiences. Clinicians and FOWs work closely with our Residential, Educational, Nursing, and Psychiatry departments to provide integrated care.

7.2 Residential Information

Our various campuses are licensed by the State of New Hampshire for 151 residents. All facilities are staff-secured. The Sr. Vice President of Residential & Educational Services oversees all of the residential and educational programs. The Sr. Vice President is supported by a Vice President of Clinical Services, Principal of Educational Services, and various program directors at each site, who in turn are supported by program supervisors, direct care, and professional support staff. Each child has an Individualized Treatment Plan and team. We do not use a level or point system in our facilities. All staff received specialized training to meet the needs of students in our care. We offer training such as TCI (Therapeutic Crisis Intervention), trauma-informed practices, medication administration training, CPR and first aid, water safety, 24-hour emergency on-call protocols, ethics and boundaries, and various clinical trainings to prepare staff for work with residents. State of New Hampshire regulations require a staffing ratio of 1:3 awake and 1:6 for the overnight shift. We also staff at a 1:1 level when behaviors and/or medical conditions require additional oversight. We operate our residential programs 365 days per year and 24 hours per day. All students are assigned a treatment team comprised of a director, clinician, family outreach worker, special education teacher, special education case manager, various therapists, supervisors, and direct care staff. Adjunct disciplines such as psychiatry and nursing provide support to the core treatment team. Treatment plan meetings are held on a regularly scheduled basis with all stakeholders, both internal and external, invited. Clinical meetings are held on a rotating basis for all residents and as needed. All treatment plans are reviewed by prescribing practitioners. We offer an individualized, family-driven, and student-guided treatment approach, embracing and accommodating the unique needs of every student.

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7.3 Program Descriptions

Easterseals NH Gammon Academy has residential programs in Manchester, NH, and in Lancaster, NH.

7.3.1 Easterseals NH Gammon Academy Residential Programs

The Easterseals NH Gammon Academy residential programs are all accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), an independent, nonprofit organization founded in 1966 that provides a detailed review of program functioning, ranging from leadership and financial practices to the treatment and day-to-day care of the student. According to the accreditation agency's website:

“CARF accreditation signals a service provider’s commitment to continually improving services, encouraging feedback, and serving the community.”



This statement reflects Easterseals NH's investment in the accreditation process – the organization is committed to continuous quality improvement to benefit the students and families that we serve.

The residential programs are certified by the NH Bureau of Children's Behavioral Health and licensed by the NH Child Care Licensing Unit. These governmental agencies provide regular oversight to ensure that quality treatment and safe and appropriate care are provided to the student.

There are four certified and licensed residential programs at Easterseals NH Gammon Academy:

Easterseals NH Gammon Academy at Zachary Road in Manchester, NH, is our largest campus; Easterseals NH Gammon Academy at Zachary Road is a 65,000-square-foot complex on a 19-acre campus setting. The campus includes a residential building which is divided into eight halls along with a 30,000-square-foot, two-story school. All residents have access to a gymnasium, bike trails, cafeteria, outside basketball court, playground, and many other community amenities. The eight separate halls allow for differentiated treatment based on age and identified needs. This campus serves students of all genders from ages 5 to 21. Services for students with neurodiverse, developmental, and intellectual challenges are offered for the entire range of ages, while treatment for students with a primarily psychiatric presentation is offered for latency-aged children (5-12 years old). This campus offers onsite features, including a gymnasium, playground, and large fenced courtyards, allowing students who present safety concerns in community settings to access indoor and outdoor recreation on a regular basis.

Easterseals NH Gammon Academy at Mammoth Road in Manchester, NH, is located in a residential neighborhood. While children and students between the ages of 5 and 21 may be served in this program, the primary population of the program is males aged 13-21 years old. Students in this program have psychiatric, neurodiverse, developmental, and/or intellectual challenges, and have developed

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a basic foundation of regulation, communication, and social interaction skills, preparing them to begin practicing safe participation in community-based activities. These students tend to need therapeutic support and repeated instruction and practice to gain skills for independence and further develop their ability to manage or regulate their emotions and interact effectively with others.

Easterseals NH Gammon Academy at Krol House is located in a residential neighborhood in Manchester, NH. The target population for this program is male students who are preparing to transition to adulthood. This program provides opportunities for students to practice independent living skills such as housekeeping and cooking skills, navigating safely in the community, and getting along with housemates. Students are provided with individualized counseling and instruction to help them develop their knowledge and ability to access community resources. The treatment teams supporting these young men work to identify goals and objectives that challenge them to maximize their ability to function independently in all aspects of life.

Easterseals NH Gammon Academy at Lancaster is a co-educational program located in the White Mountains of NH. While licensed as a 24-bed center, the program typically serves approximately 12 students at a time.

The target population of this program is students with neurodiverse challenges, though occasionally a student with family in the North Country with other needs may be served in this program to provide treatment in or near their home community. This small program provides highly individualized treatment for each of the students and families served.

7.3.2 Easterseals NH Gammon Academy Educational Programs

Easterseals NH Gammon Academy is a leader in the state in supporting the learning of students with significant challenges.

The two education sites are certified by the NH Department of Education. The educational program operates on a 240-day school calendar and consists of certified teachers with specialty training and expertise in areas ranging from technology and physical education to music and art. In addition to academics, Easterseals NH emphasizes the development of interpersonal and independent living skills, self-esteem, pre-employment training, vocational skills, and community integration.

Easterseals NH Gammon Academy at Zachary Road is located at 199 Zachary Road in Manchester, NH. The school provides educational services to all of our residential programs in Manchester. This school accepts students from Kindergarten through 12th grade and has a capacity of 150 students. Our second school is a small satellite program in Coos County. As with the Manchester programs, it is co-located with a residential treatment program, Gammon Academy at Lancaster. This small school works to be a flexible resource for local communities, as there are limited options for students in this region. This on-site school is able to enroll students in grades 5 through 12.

7.3.3 Community-Based and In-Home Services

The Individual Service Option (ISO) Program differs from the facility-based program in that services are provided while the student remains in their home or resides in a provider home.

Children served by the ISO program generally require less structure than those placed in any of the Gammon Academy programs. The ISO program has been recognized by New Hampshire's Division for Children, Youth, and Families as well as the Department of Juvenile Justice Services for the creative wrap-around services Easterseals NH provides to the residents. The continuum of services available through the ISO program includes:

- **ISO Foster Care:** When a student cannot be served in their home, they are placed with a highly trained provider family who is able to implement the individual treatment plan designed by the biological family, referral source, and the Easterseals NH treatment team. Students who are planning to move toward independent living are placed with families who foster their growing independence and teach the skills the student will need to live on their own.
- **ISO In-Home Services:** This program is targeted to children of all ages who require intensive supervision and structure. It is for families who require multiple supports and services in the home to avoid the child being placed out of the home. There is a 24-hour, 7-day-a-week on-call support system. Respite is available in an Easterseals NH residential facility for crisis stabilization and to avoid hospitalization. Families whose child is at imminent risk of going into placement may benefit from these services. In-home services also work well to support reunification when a child returns from out-of-home placement. This service is also available to foster families who need support in managing the behaviors of the foster child in their home.
- **Home-Based Therapeutic Services (HBT):** This service is for families whose children are in the home but need assistance to avoid out-of-home placement or when children are in an out-of-home placement and working on reunification. It is also available to foster families who need support in managing the behaviors of the foster child in their home. This service includes 24-hour, 7-day-a-week on-call support.
- **Child Health Support Services (CHS):** A program intended for families whose children are experiencing chronic neglect in their own homes. This service also provides parenting education in order to reunify families whose children are in out-of-home placements. This program can be tailored to foster parents dealing with difficult placement issues. Services through this program can be provided for up to 90 days, with an extension available through the treatment team's recommendation.

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7.3.4 NH DHHS Parental Reimbursement Unit: (ISO Program only)

The NH Department of Health and Human Services' Parental Reimbursement Unit is responsible for determining a family's ability to pay for many of the services and programs offered by Easterseals NH. All inquiries regarding payment for services should be made to:

DHHS Parental Reimbursement Unit
SYSC Admin Building
1056 North River Road
Manchester, NH 03104
Phone: 603-625-5471 x396
Fax: 603-668-6067

If you need a more detailed description of any of the Easterseals NH residential, educational, or in-home services, please use the contact information in the final pages of this handbook to contact our Admissions Department.

7.4 Daily Activities and Responsibilities

The level of structure in daily activities is individualized to meet the student's needs. A schedule is developed for each student and becomes part of the treatment plan. The schedule outlines the times of activities such as school, individual/group counseling, recreation, chores, free time, laundry, community access, money management, and, most importantly, family time. Students are encouraged to keep their rooms clean and share in the chores of their shared living spaces. Staff will model pro-social behavior and assist students in developing daily living skills.

In a facility-based program, social and recreational activities are planned that are appropriate for all students to engage in daily. Special activities are also planned on a weekly, monthly, and yearly basis, as appropriate.

Depending on the facility, these activities may be led by direct care staff, clinical staff, or specialized staff such as occupational therapists or the activities coordinator.

Easterseals NH also provides access, when appropriate, to community resources such as city/town recreation centers for various recreational activities.

Access to spiritual activities in the community is provided when requested by the student or family.

7.5 Family Time

One of the most important components of treatment for students is family time. Time spent with the family, in the community, or at home is the best indicator of what a student has learned while in the program and how they are using these new skills to be safe and successful outside of the treatment facility.

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Easterseals NH's treatment team relies on feedback from the parents, family, and caregivers on these visits. Frequent, open, and honest communication is the only way progress can be accurately measured during this family time.

Unless otherwise restricted by the referral source or courts, parents and guardians are encouraged and welcome to visit with their child at the facility. A variety of family rooms and other visiting spaces are available. It is encouraged that visits be scheduled with the FOW by Wednesday for a weekend visit to make sure a family room can be reserved. If a family member or community collateral contact would like to see their student's room on the hall, this must be scheduled in advance with the FOW to prepare the other student for the visitors.

Visit cancellation policy: For all supervised visits in the community-based and in-home services, a scheduled visit will be canceled if the parent is more than 15 minutes late for the scheduled visit start time. All visits will be put on hold if a family misses three visits in a row or if several visits in a month are missed or canceled. The visits may resume after a meeting with the family, the NH Division for Children, Youth, & Families, and Easterseals NH occurs. Due to missed or canceled visits, a parent may be required to confirm they are available for the scheduled visit. This policy is made for the benefit of the children involved in the visit plan.

Students are encouraged to spend as much time as possible in the family home and in their home communities while also participating in academic school days. Assuming that the referral source has not placed restrictions on family time, students are encouraged to participate in special events such as birthdays, visits from relatives, or family vacations.

7.6 Independent Living

Easterseals NH's FOWs and other residential and educational staff members also work to develop the independent living skills of students approaching adulthood. Students in court-ordered care from New Hampshire participate in a state-mandated program to support the acquisition of these skills. In the ISO community-based programs, the providers and FOWs assist the student in completing the mandated program.

The FOW completes these assessments and then works with the team to develop a plan with goals and objectives to support the student's ability to live as independently as possible in the community. Goals and objectives from this plan may also be incorporated into the student's treatment plan.

Students ages 14 and older work to complete the New Hampshire Teen Responsibility and Independent Living Skills (TRAILS) program, developed through a partnership between the Division for Children, Youth and Families and Granite State College. This program includes a series of assessments that the FOW completes with the student shortly after admission and on an ongoing, scheduled basis throughout the student's time in care. This program is a workbook that guides students through the many skills needed for independence. Students are also given the opportunity

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to develop skills through hands-on activities related to self-care, household management, healthy recreation, and career development.

8. GENERAL INFORMATION

8.1 Length of Stay

The length of stay varies depending on the individual circumstances and needs of the student and family. Emergency placements can be accessed for up to five days while the referral source finds a more appropriate placement for the student.

For students admitted into the treatment program, the team works to provide treatment and develop the skills needed to support the student in returning home or transitioning to a less restrictive placement in the shortest amount of time possible.

Students diagnosed with cognitive and developmental challenges who receive special education are eligible for services until they reach the age of 21 or transition to an adult program. All students at 18 would have a guardian.

Transition and discharge plans vary with each case. Easterseals NH will work with the student, families, and referral sources to plan an appropriate transition to home or an appropriate service provider well in advance of the discharge date.

8.2 Clothing

Upon arrival in the program, staff members (or the foster parent in an ISO foster home) will assist the student in completing a clothing inventory. It is important that students have adequate clothing while in the Easterseals NH program. Excess or unnecessary clothing should remain at home to avoid loss and minimize storage problems at the program or foster home. Ask your FOW for a list of recommended clothing. Students are encouraged to take responsibility for their personal clothing while in the program.

8.3 Personal Items

Please ask your FOW for a list of items allowed on the hall or in the home where the student will be placed, as this may vary from program to program. Easterseals NH is not financially responsible for any lost, stolen, broken, or borrowed items. We strongly suggest leaving any expensive items, such as electronics or jewelry, at home for safekeeping.

8.4 Money and Allowance

All students are given at least \$1.00 per day as an allowance for completing assigned chores. Each student has the opportunity to earn extra money (up to \$10.00 per week) by completing additional chores. It is also recommended that the student not bring large sums of money into the facility or foster home.

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Easterseals NH will cover most routine expenses while the student is in the program. If a specific item is needed, the external team will be notified.

Students are encouraged to save money as part of long-term planning strategies and to have a bank account if appropriate. These accounts are overseen by the parent, provider, or FOW. Each student is limited to carrying no more than \$5.00 unless they have written approval from their treatment team members for a specific event, which may include home visits.

8.5 Phone Usage

Students may always make calls to or receive calls from parents and other approved family members, the referral source, and other community contacts such as attorneys and advocates. Easterseals NH will pay for the student's phone calls.

8.6 Dating

For our community-based services, dating is allowed but within parameters as established by the parents and treatment team. A designated team member will meet the friend prior to dating. We encourage dating activities that can be supervised. Students are only allowed to be in a friend's car when specific permission is granted by the parent and the treatment team.

8.7 Medical and Dental Care

While students are in any Easterseals NH program, careful attention will be given to medical and dental needs. Easterseals NH provides on-site dental and primary care services whenever a student is unable to attend their own providers. Experienced and trained staff members administer medications as ordered by a student's physicians. Our nursing staff provides medical treatment and assesses any emerging needs.

The treatment team will keep parents informed about their student's health and will communicate with parents to ensure these needs are met. If the student is currently covered by health insurance, the residential team will need this information at the time of admission. The parent and/or guardian are responsible for any medical expenses not covered by insurance while the student is in placement.

8.8 Physical Management

At times, the behavior of a student in our care may create a situation in which there is a safety concern. All staff members are trained in Therapeutic Crisis Intervention (TCI). This teaches them how to work to de-escalate the situation using a series of instructed strategies. These strategies include, but are not limited to:

- Active listening
- Providing statements of understanding
- Removing other students from the area

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

- Stopping a fight using brief periods of person-to-person contact
- Offering a quiet area to regroup

If the use of such strategies does not de-escalate the situation and there is a threat of imminent physical harm to the student or others, trained staff members may use approved techniques for brief periods of physical restraint to ensure the safety of the student and/or others. A staff member must be up-to-date in TCI training requirements to participate in a physical management. A TCI manual can be provided upon request for review by the Parent/Guardian and/or the placing school or agency.

All staff members go through a new hire orientation that includes 32 hours of TCI training. They then complete a written and physical test at the completion of the training. After orientation, all staff members complete 12 hours of TCI training each year. Through the TCI program, staff acquire skills and knowledge to become the catalyst through which the student can change old habits, destructive responses, and maladaptive behavior patterns. The spirit, intent, and philosophy of TCI are to train workers to help young people develop new responses to their environment that will enable them to achieve a higher level of social and emotional maturity.

At the closure of a physical management, a staff member involved in the student crisis meets with the student to conduct a life space interview to help emotionally support the student and reintegrate them into their normal, daily routine. The staff member helps the student connect thought, feeling, and behavior and brainstorm safer strategies when thinking and/or feeling similarly in the future.

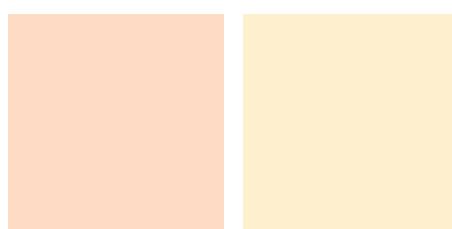
A designated staff member receives the observer's notes regarding the antecedent trigger and observations of both staff and students during the physical management. This staff member then notifies the parent/guardian, lead educational agency, educational surrogate, juvenile probation parole officers, and any other member of a student's parent/education team who wishes to be notified of the physical management before the close of the school day. An incident report is typed, documenting the antecedent trigger, the reason for the physical management, and the plan moving forward with the student within five business days and mailed within seven business days.

8.9 Vehicles

Students are required to wear appropriate safety restraints while riding in Easterseals NH staff or provider vehicles. Students are only allowed to ride in "team-approved" transportation.

All drivers are required to have a valid driver's license and current automobile insurance.

Students are allowed to participate in Driver's Education with the team's approval. For safety, all vehicles parked at Easterseals NH programs should have their doors locked.



8.10 Employment Opportunities

The Easterseals NH treatment team, including the parent/guardian, will determine the level of work experience opportunities made available to each student. Each student will be encouraged to participate in work-related activities (chores and/or employment) in accordance with their age and ability. Parent/guardian permission is required for all students who wish to secure community employment.

8.11 Cell Phones and Wireless Internet Devices

Students are not allowed to have cell phones, tablets, or any other type of wireless internet devices while on the residential halls or in the Easterseals NH schools. This includes, but is not limited to, the use of audio or video recording equipment or cameras.

Cameras may not be used during any Easterseals NH-approved activities, in accordance with the Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and Easterseals NH confidentiality policies.

Computers are available for students to use in the residential and educational settings. Internet use is allowed only when supervised by staff members. To align with our students' academic needs and the increasing use of technology, students are able to access computers for individual academic purposes. Students have the opportunity to use computers provided by their local education agency upon request and/or in compliance with their IEP to enhance learning opportunities.

8.12 Weapons

Weapons of any kind are not allowed in any Easterseals NH program. This includes firearms, mace, knives, or any other item that may be perceived or used as a weapon.

8.13 Tobacco, Alcohol, and Drugs

The use of tobacco, alcohol, illegal drugs, and vaping products is not allowed in any Easterseals NH program. Use of these items is not allowed by students, staff members, volunteers, or visitors at program sites, including in parking lots and outdoor areas.

Students who have addiction issues are given additional individual and group counseling to assist them.

All prescription or over-the-counter medications are dispensed under trained staff or provider supervision. The medication may not remain in the student's possession. For safety, unlabeled medications and drinks of unclear or unknown origin will not be permitted.

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

8.14 Bullying Policy

Easterseals NH is committed to maintaining a safe and civil educational environment for all students, free from bullying. The term “bullying” means a single significant incident or a pattern of incidents involving written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student that:

- Physically harms a student or damages his/her property;
- Causes emotional distress to a student;
- Interferes with a student’s educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the Easterseals NH program.

Staff members shall use appropriate behavioral interventions with any student who commits an act of bullying or who falsely accuses another of the same. Specific procedures for reporting bullying, harassment, and discrimination are posted throughout the Easterseals NH facilities.

8.15 Non-discrimination Policy

In accordance with the Rehabilitation Act of 1973, Section 504, “No otherwise qualified handicapped individual in the United States...shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or activity conducted by an Executive Agency.”

If you have any additional questions regarding your rights, please speak with your FOW, director, or program Vice President.

Easterseals NH Gammon Academy Educational Programs

The principal will be available to answer any questions you may have about our services. They can be reached Monday through Friday from 8 a.m. to 4 p.m. If the principal is not available, please leave a message and your call will be returned. Easterseals NH also has a web site (www.eastersealsnh.org) that can further assist you with obtaining information concerning the overall services we provide.

9. IDEA AND FAPE

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA 2004 and The New Hampshire Rules for the Education of Children with Disabilities (March 24, 2017) require that private schools providing special education services have in effect policies, procedures, and programs that are consistent with the state's policies and procedures established in accordance with IDEA 2004 and other relevant statutes. The manual details the policies and procedures for Easterseals NH's educational programs.

10. RSA-193: SAFE SCHOOL LAWS

The Safe School Act, or Safe School Zones, is a set of statutes set forth by the state of New Hampshire to protect staff and students from violence or aggression. Easterseals NH strictly follows these laws and takes any act or threat to act of aggression or violence seriously. For an outline of definitions of RSA-193, please visit the NH Department of Education website.

11. THE PARENT/EDUCATIONAL TEAM

For ease of reading, the term "parent" is used as an all-inclusive term to mean biological parent and/or guardian. The educational team consists of: student, parent, Local Education Agency (LEA), special education teacher, additional teachers, educational case manager, school counselors, related service personnel as needed, additional area agencies as needed, and any additional personnel that support the student in some manner.

When a student enters the program, a partnership is formed between the parent and the educational team. The student's success and well-being in the program are the basis for this partnership. Parent/Guardian participation is critical to the student's success. Parent/Guardian feedback and direction are necessary to provide your family with needed services.

Open, honest, and direct communication is the best way to a successful partnership.

12. THE PROGRAM SERVICES

The program includes several components that are specifically designed to fit together to help develop vital skills in the student educational process.

12.1 Counseling Services

Counseling can occur formally and informally as needed. Each student in our educational setting has access to a school counselor. Students participate in classroom guidance lessons facilitated by the school counselors with their peers weekly to develop self-regulation and conflict resolution skills, explore post-high school transition opportunities, build social skills and positive peer and staff relationships, and create a meaningful rapport with the school counselors.

12.2 The Support System

Parent/Guardian involvement in this assessment process is crucial in assisting the team in determining the needs of the student.

12.3 Program Overview

Gammon Academy is approved and monitored by the New Hampshire Department of Education (NHDOE). Some of the students who attend Gammon Academy also live in one of our residential programs. The residential programs are intensive-level programs that are certified and licensed through the Department of Health and Human Services (DHHS).

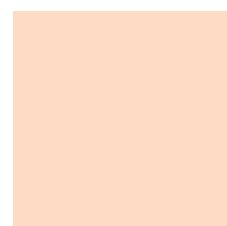
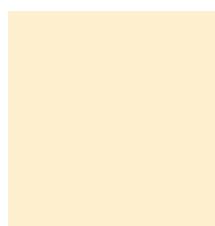
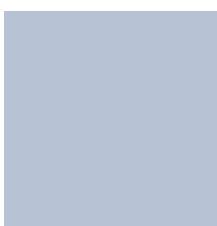
Gammon Academy

Gammon Academy provides year-round services for students between the ages of 5-21 with emotional, cognitive, and/or physical challenges. Each classroom is taught by a certified educator and supported by paraprofessionals. Additional faculty is available as required by specific students' needs.

After admission, a team meeting will be scheduled within 30 days to review each student's IEP. Gammon Academy will propose any changes to the IEP Team. At this meeting, there will be an opportunity to discuss student needs with the school team and amend the IEP draft as needed. Meeting notices will be provided by the LEA. Term reports and report cards are prepared by Gammon Academy to document progress.

Facility-Based Programming

The school emphasizes academic fundamentals through core subject area instruction. We provide opportunities for students to gain an understanding and mastery of academic subjects and develop vocational skills. We also help students develop behavioral/social skills by emphasizing strategies designed to build self-esteem. This skill-building occurs in a structured classroom setting with trained professionals.



At Easterseals NH Gammon Academy, students can receive speech and language services, physical therapy, and/or occupational therapy as needed to meet their individual needs according to their IEP.

12.4 Daily Activities and Responsibilities

Each student develops a class schedule based on their individual needs, which becomes part of the student's plan. The schedule outlines the times of activities such as core academics, related services, physical education, art/music, and vocational activities. Staff members assist students in developing daily living skills.

13. GENERAL INFORMATION

13.1 Release of Information

Gammon Academy adheres to the Confidentiality of Information regulations set forth in the NH Rules, the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627), with its implementing federal regulations. **ACCESS RIGHTS (34 CFR 300.613)**

Gammon Academy permits parents to inspect and review any education records relating to their child that are collected, maintained, or used by Gammon Academy under 34 CFR Part 300. The program will comply with a request without unnecessary delay and before any meeting regarding an IEP or any hearing pursuant to IDEA and its regulations, but in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

1. The right to a response from the program to reasonable requests for explanations and interpretations of the records;
2. The right to request that the program provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
3. The right to have a representative of the parent inspect and review the records.

The program may presume that the parent has the authority to inspect and review records relating to their child unless the program has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

Record Of Access (34 Cfr 300.614)

The program keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the party's name, the date access was given, and the purpose for which the party is authorized to use the records.

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

Consent (34 CFR 300.622)

Except as to disclosures addressed in 34 CFR Part 300.535(b) for which parental consent is not required by 34 CFR Part 99, parental consent is obtained before personally identifiable information is (1) disclosed to anyone other than officials of participating agencies collecting or using the information under 34 CFR Part 300, subject to this section; or (2) used for any purpose other than meeting a requirement of 34 CFR Part 300. The program will not release information from education records to participating agencies without parental consent unless authorized to do so under Part 99.

The program protects the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages. All persons collecting or using personally identifiable information will receive training or instruction regarding IDEA-B policies and procedures under 34 CFR §300.123 and 34 CFR Part 99. The program maintains, for public inspection, a current listing of the names and positions of those employees within the program who may have access to personally identifiable information.

13.2 Curriculum

The Gammon Academy curriculum connects directly to the Common Core and NH State Standards. Programs include but are not limited to the “Unique News to you,” which helps students experience new ideas through the content in News2you. Students not only build comprehension and context relative to their community and world, but they also develop new critical thinking and communication skills, forming and expressing opinions about what they’re learning. They’re preparing to become productive citizens in life beyond the classroom. This program is designed specifically for the Common Core State Standards for Reading/Language Arts. It combines research-based instruction with new tools to meet today’s challenges; every component and every lesson is designed for effective and efficient CCSS instruction, an online curriculum, and eLearning solutions for schools. We also use Edgenuity’s learning management system and research-based core curriculum, assessments, and tools, providing administrators, teachers, and students with powerful learning solutions that can be utilized in a myriad of instructional settings.

Please refer to the following websites for more information:

<https://www.n2y.com/news2you>

<https://imaginelearning.com>

13.3 School Calendar and Attendance

Gammon Academy attends school year-round. A copy of the school calendar can be requested at any time. Attending school is seen as one of the utmost important pieces of a student’s treatment while enrolled in the Gammon Academy educational and residential programs. School and residential personnel encourage students every day to attend school and to arrive on time. It is expected that students attend

school on all academic school days, assuming they are free from illness. It is also understood that doctors' appointments, visits with external team members, therapy sessions, interviews, tours, and family visits are important and necessary pieces of a student's treatment. It is encouraged that these are scheduled outside of school hours and during school vacation dates as much as possible.

13.4 Gradelink

Easterseals NH Gammon Academy uses the Gradelink student information system to help optimize the school's administrative tasks regarding student grading, credit reporting, report cards, attendance, and other important student information. Gradelink is a web-based program, so the information is always backed up and archived off-site daily. This helps to ensure that the student's data remains safe and secure. Using Gradelink helps to provide quick and accurate information to you and your child's lead educational agency.

13.5 Dress Code

Students are expected to dress reasonably and responsibly. Clothing that is disruptive or disrespectful to the general public is unacceptable. T-shirts or jackets with rude or offensive statements will not be accepted. Clothing may not display any reference to alcohol or illicit drug use. For more information, please see our full dress code in the appendix.

13.6 Visitors

Visitors to the school will always be accompanied by an Easterseals NH employee.

13.7 Student Searches

The safety of all students in our care is of critical importance. In order to manage the environment in a positive way and to support the safety of all, students may be searched in accordance with their individual safety plan after a threat to harm others in the school, a threat to bring in a weapon, or after some other similar disclosure by a student. Students with a specific search plan will be searched at the discretion of an administrator and the IEP team when it is no longer necessary. Whenever a student is being searched, two staff members will be present. There must be a female staff member searching for female students and a male staff member searching for male students. When searching for a metal object, staff should use the electronic wand in order to complete the search in the least intrusive manner.

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

13.8 Graduation Requirements

Below are the required subjects and classes for a high school graduation diploma.

| REQUIRED GRADUATION COMPETENCIES BY CONTENT AREA | CREDITS |
|--|-----------|
| Arts Education | 0.5 |
| Information and Communication Technology | 0.5 |
| English | 4 |
| Mathematics | 3 |
| Physical Sciences | 1 |
| Biological Sciences | 1 |
| US/NH History | 1 |
| US/NH Government/Civics | 0.5 |
| Economics | 0.5 |
| World History, Geography | 0.5 |
| Health Education | 0.5 |
| Physical Education | 1 |
| Open Electives | 6 |
| TOTAL | 20 |

Some school districts may require additional units/classes for graduation. Please work with the educational case manager and school counselors to make sure all necessary Lead Educational Agency graduation requirements are met should a student earn that diploma. The Director of Guidance closely monitors student transcripts and works with the local educational agency to make sure a student is on track with enrolled courses. Credits are awarded based on the demonstration of district and/or graduation competencies and not on the time spent achieving these competencies.

All students are required to take math and English courses throughout high school. The proposed course outline is always subject to change due to the changing needs of the current student population.

All students who graduate from our educational programs with a diploma when credits are earned or with a certificate of completion when they age out are entitled to a graduation celebration. These graduations happen as necessary with the student's classroom staff and peers. Students will receive their diploma or certificate of completion, a graduation cap and gown, and a small celebration to congratulate them on their success while attending the Gammon Academy educational programs. We encourage families and staff to participate in these celebrations.

13.9 Easterseals New Hampshire Wellness And Nutrition Policy

Gammon Academy is committed to creating a healthy school environment that enhances the development of lifelong wellness practices, promotes healthy eating and physical activities that support student achievement, and complies with federal mandates regulating school food and nutrition.

Nutrition Standards

Gammon Academy will ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. Students are encouraged to make nutritious food choices. All food and beverages served to students shall be monitored for nutrient density per calorie, portion size, low-fat and low-sugar content, and variety of fruits and vegetables. See federal regulation 210.11, National School Lunch Program, 220, National School Breakfast Program, and 5530, the Competitive Food Policy under Safety 128.

Physical Education and Physical Activity Goals

Gammon Academy shall offer physical education opportunities that include the components of a quality physical education program as defined by the federal government and equip students with the knowledge and skills necessary to sustain lifelong physical activity. The curriculum is aligned with the NH Department of Education's physical education frameworks.

Gammon Academy will encourage students in grades K-12 to participate in supervised physical activities, either organized or unstructured, that are intended to maintain physical fitness and foster an understanding of the short—and long-term benefits of a physically active and healthy lifestyle. Two physical activity initiatives per year will be offered.

Other School-Based Activities Goals Designed To Promote Wellness

Gammon Academy may implement other appropriate programs that help create school environments that promote wellness and are conducive to healthy eating and physical activity. The school wellness committee plans at least two school-based wellness activities, such as health fairs, posters, or messaging in the school or café, to promote wellness for school staff and students.

Gammon Academy Wellness and Safety

Gammon Academy is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Gammon Academy strives to teach students how to make informed choices about nutrition, health, and physical activity. It is the intent to protect and promote students' health by permitting the advertising and marketing of only those foods and beverages that are consistent with the wellness policy.

A copy of the wellness policy is available upon admission.

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

13.10 Discipline

Alternative Learning Environment: A teacher may request an alternative learning environment for students who require time out of the classroom longer than 60 minutes. The teacher must make the request in writing to an administrator for approval. The request must include the reason, therapeutic plan, academic plan, and requirements to return to class.

13.11 Suicide Prevention & Response

Protecting the health and well-being of all students is of utmost importance to Gammon Academy. Gammon Academy has adopted a suicide prevention policy, which will help to protect all students through the following steps:

- Students will participate in weekly group sessions facilitated by the school counselors to promote social-emotional learning. This will help students become self-aware of their thoughts and feelings and how those affect their behavior. Students will learn about using coping skills, using support systems, and seeking help for themselves and their friends during crisis situations. The encouragement of help-seeking behavior will be promoted at all levels.
- Gammon Academy has school counselors to address immediate concerns and provide support for students who are feeling suicidal during their school day. The school counselors and educational leadership team utilize the Gammon Academy Emergency On-Call services for a risk assessment to be completed by a trained clinician after a disclosure in writing or verbally has been made by a student. The clinician will then decide what supports and plans need to be implemented in order to keep a student safe and supported during this time. This may include clearing a bedroom, having a student's foot in the door and eyes on in the bathroom, a student provided 1:1 support during this time, emergency services, and other supports identified by the clinical teams

All student personnel and students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or their friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal.

While confidentiality and privacy are important, students should know that when there is a risk of suicide, safety comes first.

13.12 Destruction Of Special Education Records Policy

Easterseals NH Gammon Academy will send a copy of the student's educational records to the most recent school district of record, 30 days after discharge. This record will be sent by certified mail. The student and parent/guardian will be notified on the day of discharge that the file will be sent to the most recent school district in writing, so that they know where to find the records if needed in the future, as the file will be destroyed and no longer kept by Gammon Academy.

EASTERSEALS NH / RESIDENTIAL & EDUCATIONAL SERVICES

Gammon Academy Contact Names & Telephone Numbers

| ADMISSIONS DEPARTMENT | | |
|------------------------------|------------------------|--------------|
| Suzanne Gorhan | Director of Admissions | 603-206-6700 |

| ADMINISTRATION | | |
|------------------------|---|--------------|
| John Soucy | Senior Vice President of Residential & Educational Services | 603-206-6675 |
| Dolores Donovan | Vice President of Clinical Services | 603-206-6603 |

EASTERSEALS NEW HAMPSHIRE GAMMON ACADEMY AT ZACHARY ROAD
200 Zachary Road
Manchester, NH 03109

RESIDENCE

| | | |
|-----------------------|----------------------------------|--------------|
| Megan Kosowicz | Director of Residential Services | 603-206-6629 |
| Daniel Weldon | Director of Residential Services | 603-206-6608 |
| Karin Linden | Director of Clinical Services | 603-206-6615 |
| Front Lobby | Administrative Asst. | 603-206-6611 |
| Fax | | 603-647-8426 |
| Building Manager | | 603-851-4262 |
| Strafford Hall | | 603-206-6621 |
| Rockingham Hall | | 603-206-6617 |
| Coos Hall | | 603-206-6624 |
| Cheshire Hall | | 603-206-6684 |
| Hillsborough Hall | | 603-206-6681 |
| Sullivan Hall | | 603-206-6607 |
| Merrimack Hall | | 603-206-6647 |
| Grafton Hall | | 603-206-6672 |

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

Gammon Academy Contact Names & Telephone Numbers (Con't)

EASTERSEALS NEW HAMPSHIRE GAMMON ACADEMY AT ZACHARY ROAD
199 Zachary Road
Manchester, NH 03109

SCHOOL

| | | |
|----------------------|-------------------------------|--------------|
| Timothy Capen | Principal | 603-851-2076 |
| Michael Smith | Assistant Principal | 603-426-2800 |
| Keith Antaya | Special Education Coordinator | 603-913-9279 |
| Michael Eddy | Special Education Coordinator | 603-631-0268 |

EASTERSEALS NEW HAMPSHIRE GAMMON ACADEMY AT MAMMOTH ROAD
1 Mammoth Road
Manchester, NH 03109

RESIDENCE

| | | |
|-------------------|---|--------------|
| John Soucy | Senior Vice President of Residential & Educational Services | 603-206-6675 |
| Fax | | 603-623-6940 |
| Boys Program | | 603-621-3617 |
| Krol House | | 603-647-8978 |

EASTERSEALS NEW HAMPSHIRE GAMMON ACADEMY AT LANCASTER
525 PROSPECT STREET PO BOX 311
LANCASTER, NH 03584

| | | |
|----------------------|--|--------------|
| Gretchen Cook | Director of Residential and Educational Services | 603-785-9531 |
| Fax | | 603-788-3888 |
| Program | | 603-788-0911 |

EASTERSEALS NH / RESIDENTIAL & EDUCATIONAL SERVICES

Gammon Academy Contact Names & Telephone Numbers (Con't)

EASTERSEALS NEW HAMPSHIRE ISO COMMUNITY BASED PROGRAMS

20 Norway Ave
Keene NH 03431

| | | |
|-----------------|--|--------------|
| Sarah Cammarata | Director of Residential Services - ISO | 603-247-9572 |
| Keene Fax | | 603-352-1879 |

Emergency On Call Procedures

Please use the following numbers for emergency purposes only. Use the number designated for the facility or program where the youth is living. For a pager, wait for the message to finish and after the tone, enter the phone number you want the on-call person to use when returning your call. If you do not receive a call within 10 minutes, please try again.

Emergency On Call Numbers

Zachary Road **603-716-6179** (cell)

Boys & Krol Residential Programs **603-716-6179** (cell)

Lancaster Residential Program **603-341-3850** (cell)

ISO Community Programs **978-238-8198** (cell)

GAMMON ACADEMY FAMILY AND GUARDIAN HANDBOOK

Easterseals Treatment Team

All questions and concerns about care or treatment at Easterseals should be addressed with the staff members on the youth's treatment team, listed below. If the Family Outreach Worker is unavailable, please call the Clinician. If you are still unable to reach anyone or are not getting a call back, please call the Director of the program, as listed on pages 18 and 19.

Family Outreach Worker _____ Phone 603- ____ - _____

Email _____ @eastersealsnh.org

Clinician _____ Phone 603- ____ - _____

Email _____ @eastersealsnh.org

Placing Agency

The placing agency plays a critical role in the treatment of each youth in the program. The placing agency gives direction to the Easterseals NH team and usually needs to be a part of important decisions involving the care of the youth. The contact person for your youth's placing agency is listed below.

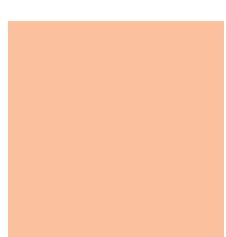
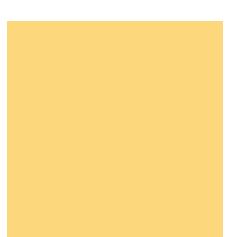
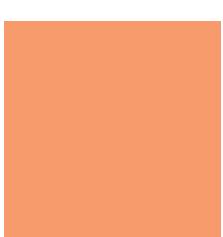
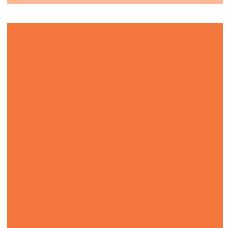
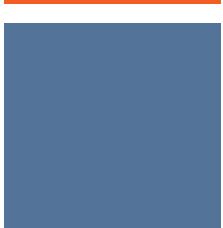
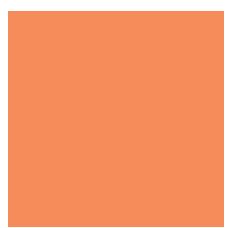
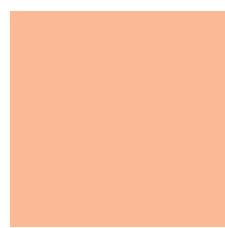
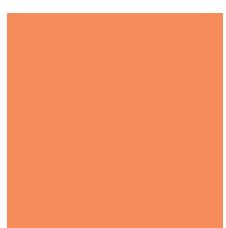
Agency _____

Contact Person: _____

Title: _____

Phone: _____

Email: _____





RESIDENTIAL & EDUCATIONAL SERVICES

Gammon Academy

Student

Handbook





Easterseals NH's Gammon Academy residential programs are accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF).

Welcome to the Easterseals NH Gammon Academy!

Our programs are designed to **help** students and their families, especially those who have experienced difficult and scary things.

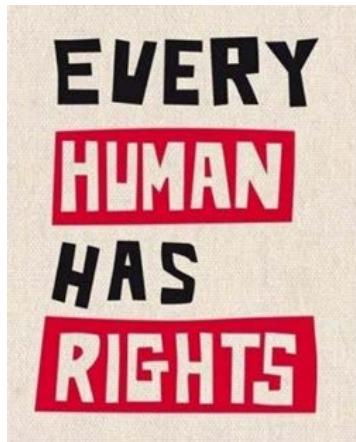
This handbook contains important information to **help** you and your families while you are here. We will **help** you and your families in the residence, school, at home, and in the community.



What are your rights?

- You have the right to be treated with **dignity, courtesy, and respect** in a safe environment.
- You have the right to be **free from abuse, neglect, and exploitation** (including financial exploitation).
- You have the right to be **free from intimidation, humiliation, retaliation, bullying, or mistreatment** by residents or staff members.
- You have the right to participate in activities associated with your **religious beliefs**.
- You have the right to maintain positive contact with significant people. You may also have visitors and **make telephone calls** during reasonable times.
- You have the right to **send and receive unopened mail**.
- You have the right to be **involved in and informed** about **decisions** that affect you.
- You have the right to be involved in **creating or changing** your **treatment plan**.
- You have the right to know what **treatment** and **rehabilitation methods** will be used, the purpose of each method, and the timeframe for each specific goal.

- You have the right to **make suggestions** about the services and the program operations.
- You shall be supported in healthy growth and development and provided with regular access to **medical, dental, vision, and behavioral health** services.
- You have the right to have a voice in **Permanency and Case Planning**. These plans are created by placing agencies and your Easterseals NH team will support you in advocating for your preferences.
- You are entitled to an appropriate **education**, including instruction in **independent living, self-care**, and **career readiness** skills to prepare you to live as independently as possible.
- You have the right to **request a meeting** with team members and administrators in order to advocate for your rights.
- You have the right to **confidentiality**, except in life-threatening or reportable situations.
- You have the right to **contact an advocate** within or outside of the program if you feel their rights have been violated.



Who do you talk to when you have a complaint?

Questions or complaints about your individual program, rules, or decisions can be addressed to your Hall Supervisor, Family Outreach Worker (FOW), or clinician.



- If the question or complaint is not about Easterseals NH, your FOW or clinician will help you contact your placing agency or others responsible.
- If the question or complaint is about Easterseals NH and you are not satisfied after talking with the Hall Supervisor, FOW, or clinician, you may file a grievance by filling out the form that is posted on your hall. You may ask for help with the form. This form goes to your director.
- If the director is not able to solve your problem, you can ask for your grievance form to be given to a vice president.

Who is on your team?

You will have support available 24 hours a day, 7 days a week.

Your team includes your parent(s)/guardian(s), clinician, FOW, director, teacher, and other members from agencies that support your care.

Some students may have other individuals on their team, such as a speech-language pathologist (SLP), nurse, psychiatrist, occupational therapist, physical therapist, or guidance counselor.

Your team is available to listen, support, counsel, and role model.

You are part of your team and should attend your meetings to advocate for yourself.



What services does your program offer?

We provide an array of **clinical services** that are targeted to meet your needs. **Counseling** is a key part of how we help you and your family. There are other clinical services as well—**Psychiatry, Nursing, Case Coordination, Family Work**, and **Recreation Therapy** are all part of your treatment.

Some students need other specialized services, such as **Speech and Language Therapy, Occupational Therapy**, or **Physical Therapy**. We have specialists who provide these services. For some needs, we may also work with specialists in the community.

Services that support you in the development of **vocational and independent living skills** are also provided to help you prepare to be an adult with as much independence as possible.

In addition to individual and family counseling, **group counseling** may be part of your treatment. Groups are provided in schools and residences. Groups offered include: social skills, social and recreational activities, independent living skills, conflict resolution, career exploration, anti-bullying, stress management, mindfulness, yoga, self-awareness, sensory exploration, relaxation, positive sexual behaviors, creative coping, hoping and healing, substance abuse, and holistic healing.

What does your program look like?

One Gammon Academy and Four Residences

ZACHARY ROAD



This is the largest program. Students live in 8 separate halls, each named after a county in New Hampshire. They are placed in halls that best meet their needs

and abilities. The campus has a cafeteria, gym, and outdoor recreation areas.

THE BOYS' HOME

This program is designed to be a family-style setting for up to **16 boys**.

The boys in this program are ready to work on using their coping skills and daily living skills with more independence.



THE KROL HOUSE

This **5-person** cottage serves young men who are preparing to complete their treatment and move on to independence or adult services systems. They are provided with intensive practice in daily living and community-based skills.



LANCASTER



This is a program for both boys and girls. It serves about **12 students** at any given time. Most students in this program have neurodiverse challenges. At times, students with other challenges are placed here to be near their families. This small program provides highly individualized treatment for each of the individuals and families served.

There are two schools in the Gammon Academy

ZACHARY ROAD

Students at this school can be boys or girls from **kindergarten to 12th grade**. Most students in this school have some learning challenges and have an Individualized Education Program

(IEP) to guide their learning. This school has teachers, paraprofessionals, and specialists in areas such as speech and language, occupational therapy, and behavior. All of the staff members are trained to help students find success.



LANCASTER SCHOOL

Students at this school can be boys or girls from 5th grade to 12th grade. This is a very small school with only three classrooms. Each classroom has between three and six students, so each student gets a high level of direct support from teachers and paraprofessionals to help them learn and grow.

What will you do each day?

You will have a **daily schedule** in the school and in the residence.

Your schedule will include some **responsibilities**, such as keeping your room clean or doing a chore.

Your schedule will include some **free time** and some time to do fun things.



Your schedule will include groups and activities that help you **learn the skills you need to succeed**.

Your schedule will include **meals and snacks** and time for **self-care** such as showering.

Your schedule is designed to help you meet the goals of your **treatment plan** and your **IEP**.

Are there other activities?

YES!

We go hiking and fishing.

The staff members are responsible for recreation plan socials, sporting events, and spiritual activities.

We go on community outings—like shopping or going to the movies.

Do you get to see your family?

YES!

Unless the judge or your case worker has said that it is not safe to see your family, we want your family to see you as often as they can and be involved in your life.

Families can visit the program by planning a time with the Family Outreach Worker (FOW).

Sometimes during these family visits, your clinician or FOW might join your family to talk about and work on some of the difficult things that were happening when you lived at home.

When the treatment team thinks your family is ready, you can visit in the community or at home.

How will you prepare to be an adult?

A huge part of our treatment is working to help prepare you to live as independently as you can as an adult. We will help you develop your ability to care for yourself, manage a household, hold a job, and have fun in healthy ways as an adult.

We are a Bully-Free Zone

The term “bullying” means a single significant incident or pattern of incidents involving written, verbal, or electronic communication, or a physical act or gesture, or combination thereof, directed at another student that:

- Physically harms another or damages their property
- Causes emotional distress to another
- Interferes with another’s education or treatment
- Creates a hostile environment
- Disrupts the orderly operation of the program



Other questions you may have

HOW LONG WILL I BE AT EASTERSEALS NH?

This is a question that has a different answer for each student, depending on what they need from treatment and what supports they have. This is definitely something your team should be talking with you about. If they are not, ASK THEM! You have a right to know.

CAN I HAVE MY OWN CLOTHES?

Yes. You should bring your clothes with you. Clothes may not have words or pictures that represent drugs, violence, or sexual themes. Staff members will help you inventory your clothes. If you do not have the clothes you need, staff will work with your team to make sure you have what you need.

CAN I HAVE MONEY?

You will be given the chance to earn money through daily chores. At times, you may get money as part of a gift. You will be only allowed to keep a small amount of money with you. Money that you do not have with you will be kept in a locked location to help keep it safe. If you have larger amounts of money, someone will help you open a bank account to keep it safe.

CAN I USE THE PHONE?

Yes. You can make and receive calls at reasonable times in the residence. Your team will work with you to develop a list of people who are important in your life and healthy for you to contact. You will not be charged for your phone calls.

CAN I SPEND TIME WITH FRIENDS?

Positive relationships are encouraged. Your team will work with you to make plans for spending time in healthy ways with people you care about.

CAN I DO SPECIAL THINGS WITH MY FAMILY LIKE BIRTHDAY PARTIES AND VACATIONS?

The goal is to reunite families, whenever possible. Family visits, vacations, and special occasions are encouraged as long as the team agrees that family contact is safe.

CAN I DRIVE?

Students are allowed to participate in Driver's Education with the team's approval. Students are not allowed to drive agency vehicles or the personal vehicles of staff members.

CAN I GET A JOB?

All students are encouraged to participate in learning experiences that support being prepared for a job. When you and your team believe you are ready, you can get a job in the community.

WHAT ABOUT CELL PHONES AND COMPUTERS?

Cell phones and electronic devices that record audio or video or take pictures are also not allowed for the privacy and confidentiality of all.

Students are able to use the computer with supervision to ensure safety.

YOUR HEALTH AND SAFETY ARE IMPORTANT.

You will have regular medical, dental, vision, and behavioral health care. You may see professionals at Easterseals NH or in the community.

Sometimes, while students are learning skills and dealing with stress, situations can become dangerous. All staff members are trained in Trauma-Informed Care and Therapeutic Crisis Intervention (TCI) to help avoid dangerous situations and safely work through challenging moments. When necessary to ensure that no one gets hurt, staff members may use physical intervention.

Seat belts (and booster seats or car seats, if appropriate) must be worn when traveling in vehicles.

No weapons of any kind are allowed on Gammon Academy campuses or other Easterseals NH facilities.

Tobacco, alcohol, drugs, and vaping products are not permitted. Individual and group counseling is available for substance use issues.

We work to make sure this is a safe place for everyone. Sometimes you or another student may be having trouble keeping your body safe. Staff members will work

to help you make safe choices. They may use physical management to keep everyone safe if there is a threat of serious injury. Staff members are trained to use Therapeutic Crisis Intervention (TCI) to help make sure situations stay safe.

PLEASE ASK ANY QUESTIONS AND MAKE THE MOST OF YOUR TIME HERE AT GAMMON ACADEMY!



YOUR EASTERSEALS NH TEAM

You may go to your team with any of your questions and concerns.

Family Outreach Worker _____

Clinician _____

Director _____

PLACING AGENCY

Your placing agency plays a critical role in your treatment. The placing agency gives direction to the Easterseals NH team and usually needs to be part of important decisions involving your car. The contact person for your placing agency is listed below.

Agency: _____

Contact Person: _____

Title: _____

Phone: _____

