Boston Higashi School

Accredited by The National Commission for the Accreditation of Special Education Services

Daily Life Therapy® Guidelines
**Our mission** is to help children and young adults with Autism Spectrum Disorder learn to reach their full potential through the application of the methodology of Daily Life Therapy®. This unique educational philosophy, developed by the late Dr. Kiyo Kitahara of Tokyo, Japan incorporates a broad and balanced curriculum including academics, art, music, physical education, computer technology and social education. Students take on challenges, learn to overcome obstacles and gain confidence from their own success. This process allows our students to develop a love for learning so they may fully enjoy their family, community, and all that life has to offer. As each student grows and learns, their personality and individual character matures allowing them to benefit from and most importantly contribute to society as adults.

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**Boston Higashi School Equal Access Statement**

The program provides all students with equal access to services, facilities, activities and benefits regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.
A Personal History of Dr. Kiyo Kitahara

“I am resolved to continue as long as I live in my effort to foster and educate the little souls that are put in my care, and also continue my concentration on training young teachers who can carry on my work.”

~ Dr. Kiyo Kitahara

The late Dr. Kiyo Kitahara, founder of both Musashino and Boston Higashi Schools, was born on April 24, 1925 in Nikko, Tochigi Prefecture, Japan. She studied independently for the School Teacher Screening Examination. At age sixteen, she was the youngest in the nation to pass the exam. In 1942, she began her teaching career at her own former school, Kiyotaki Elementary School in Nikko. Dr. Kiyo Kitahara resumed her formal studies, graduating with a Bachelor of Law from Meiji University, Tokyo, Japan, in 1956.

In 1964, Dr. Kitahara established Musashino Higashi Kindergarten. Her well known method for educating autistic children, Daily Life Therapy®, evolved out of her successful efforts to teach autistic children integrated with normal children. In 1973, Musashino Higashi School was designated as the Research Organization of the Ministry of Education of Japan. In 1977, Dr. Kitahara established Musashino Higashi Elementary School. In 1986, she opened the Musashino Higashi Specialized High School to teach autistic students important vocational skills. The majority of graduates from this school are now finding valued positions in the regular work force.

During this time, Daily Life Therapy® was receiving recognition abroad. In 1980, Bowling Green State University in Ohio, USA, presented an Honorary Doctorate of Pedagogy to Dr. Kiyo Kitahara for her innovative contributions to education. As Dr. Kitahara lectured across the United States at annual conferences of the Council for the Exceptional Children and the Autism Society of American, parents began requesting admission into her school for their children. After Dr. Kitahara established Musashino Higashi Junior High School in 1983, she opened her International Division in September, 1984, to accommodate foreign students. When demand for admission into the International Division continued to increase, Dr. Kitahara decided to open a school in the United States so that the majority of children could receive their education within their own culture and near their families.

In September 1987, with the support from leaders of the Commonwealth of Massachusetts, the Boston Higashi School opened with students from America and many other countries. The development of Boston Higashi School fulfills the dream of Dr. Kitahara to enable autistic children from all over the world to benefit from Daily Life Therapy®. Presently, more than 1,600 students attend her schools, and at least one quarter of them are autistic.

Dr. Kiyo Kitahara, recipient of the prestigious Avon Grand Award as Woman of the Year, 1988, devoted her life to improving and enriching the educational methods for both typical and autistic students so that their future may hold great promise and so that they may, in turn, make important contributions to following generations.
# Mission Statement

*History of Dr. Kiyo Kitahara*

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Goals
GOALS FOR EACH DIVISION AT SCHOOL & AT HOME (RESIDENCE) FOR 2015 - 2016

These goals build a framework to provide consistency throughout all aspects of the student’s life.

**Early Childhood**
* To establish a daily routine.
* To learn basic daily living skills.
* To enjoy activities at school and at home (residence).
* To learn how to play with peers and toys and appropriately use equipment.
* To enjoy community activities.
* To be familiar with the relationship between community sites and their corresponding activities.
* To establish pre-academic skills and interests.

**Elementary**
* To further improve basic daily living skills.
* To expand the play opportunities.
* To initiate interpersonal interactions.
* To incorporate manners into social situations.
* To learn about safety in the community and follow safety rules.
* To build a foundation of basic academic skills through age appropriate activities.

**Middle School**
* To improve basic daily living skills and increase independence.
* To acquire the basic skills to complete daily chores.
* To improve social skills and manners.
* To interact appropriately with people in community settings.
* To participate in community activities with appropriate manners.
* To apply basic academic skills to a variety of subject matters and activities.

**Junior High**
* To become independent in daily living skills.
* To perform job-related activities within the school, residence and home.
* To follow directions across a variety of environments.
* To generalize functional skills into community activities.
* To increase independence by following survival skills in a variety of situations.
* To demonstrate appropriate manners during interpersonal interactions.
* To integrate academic skills with functional topics, themes and activities.

**High School & Young Adults**
* To practice job skills at in-school work settings.
* To increase participation in community activities.
* To demonstrate independence in daily living skills & household chores.
* To interact appropriately within social situations.
* To apply academic skills to functional and age appropriate activities.

**Emergence**
* To be employed in the local community after graduation.
* To be socially and emotionally independent as a young adult.
* To have an individual life style plan which will promote continued learning and independence for the future.
* To access community resources through weekly errands and routines. (i.e. banking, library)
* To be prepared to move to a new residence, program and work setting.
* To choose and plan recreation and community activities.
* To utilize academic skills within community activities and maintain an interest in age appropriate topics.
GOALS FOR EACH MONTH FOR 2015-2016

“We keep in mind the fact that education is a 24-hour operation covering every hour a child is living. This is the foundation on which we carry out our program of education as related to the foregoing.”

~ Dr. Kiyo Kitahara

September
To get adjusted to a new environment[s].
To establish a daily routine through consistency and repetitious practice.
To identify/recognize teachers and peers in class or group.

October
To establish attending skills through the use of basic postures.
To be respectful in the cafeteria by following rules; eat a variety of foods neatly & quietly.
To build stamina through vigorous physical exercise.
To fully participate and enjoy Sports Day.

November
To demonstrate a good hand washing routine.
To maintain one’s belongings in an orderly fashion (fold clothes, neat room, etc.).
To work cooperatively with his/her peers during leisure activities (reading, games, etc.).

December
To review progress over the semester and prepare goals for vacation.
To adjust his/her clothing (neat appearance, weather conditions).
To develop indoor exercise routines for cold weather.

January
To re-adjust to the routines of school.
To increase stamina and diffuse energy during indoor exercise routines.
To practice fine motor skills (button, zip, tie, etc.) on winter clothes.

February
To maintain good health through personal hygiene, hand washing, clean environment, etc.
To focus on good study habits during academic and homework time.
To follow directions promptly and properly.

March
To continue expanding academic skills.
To utilize a variety of communication tools (email, AAC devices, icons, etc.).

April
To demonstrate and display academic achievements through a portfolio.
To increase and demonstrate independence during a variety of chores.
To prepare goals and enjoy April vacation.

May
To readjust to new routines at school.
To maintain a clean environment.
To become familiar with and demonstrate independence in choreographed routines.

June
To increase tolerance to exercise activities in warm weather.
To prepare for the Annual Celebration.
To enjoy school break with family.

July
To enjoy water play and Family Day.
To enjoy the summer schedule activities and practice public manners (field trips, etc.).
To prepare for Bon Dance.

August
To review the school year and progress made.
To prepare for the next school year.
To set goals and prepare for Summer Vacation!
Calendar, Schedules & Items
# School Year 2015-2016
## Boston Higashi School 217/304 Program Schedule

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31-09/03</td>
<td>Staff Orientation</td>
<td></td>
</tr>
<tr>
<td>09/04/2015</td>
<td>First Day of School Year (8:30am-3:30pm)</td>
<td></td>
</tr>
<tr>
<td>09/07/2015</td>
<td>Labor Day / 304 Program Only</td>
<td></td>
</tr>
<tr>
<td>09/16/2015</td>
<td>Professional Development (Dismissal 1:30pm)</td>
<td></td>
</tr>
<tr>
<td>10/12/2015</td>
<td>Columbus Day / 304 Program Only</td>
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</tr>
<tr>
<td>10/17/2015</td>
<td>Sports Day (9am-2pm)</td>
<td></td>
</tr>
<tr>
<td>11/11/2015</td>
<td>Veterans Day / 304 Program Only</td>
<td></td>
</tr>
<tr>
<td>11/25/2015</td>
<td>Early Dismissal</td>
<td></td>
</tr>
<tr>
<td>11/26-11/27</td>
<td>Thanksgiving 304 Program Only</td>
<td></td>
</tr>
<tr>
<td>12/18/2015</td>
<td>Last Day of 217/304 Program (Dismissal 1:30pm)</td>
<td></td>
</tr>
<tr>
<td>12/19/2015</td>
<td>Winter Vacation</td>
<td></td>
</tr>
<tr>
<td>01/04/2016</td>
<td>217/304 Program Reopens (8:30am-3:30pm)</td>
<td></td>
</tr>
</tbody>
</table>

### Calendar Details

- **S**: Staff Working Day
- **217/304 Program**: 217/304 Program Only
- **Vacation Program**: Residential Students Check-in/Check-out
- **217/304 Program Only**: Professional Development/Eary Dismissal 1:30pm
- **Reserved for Unforeseen Circumstances**: For unforeseen circumstances.

### Monthly Calendars

- **September 2015**
- **October 2015**
- **November 2015**
- **December 2015**
- **January 2016**
- **February 2016**
- **March 2016**
- **April 2016**
- **May 2016**
- **June 2016**
- **July 2016**
- **August 2016**

### Notes

- All times, dates, and locations are subject to change. Please continue to monitor the website at [www.bostonhigashi.org](http://www.bostonhigashi.org) for updates.

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Daily Life Therapy® • School Calendar • 2015
<table>
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<th>Vacation/Event</th>
<th>Check In/Out</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Remarks</th>
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<tr>
<td>First Day of School Year</td>
<td>In 09/04/2015 (Fri)</td>
<td>09/04/2015 (Fri)</td>
<td>8:30am</td>
<td>School</td>
<td>Parental Attendance</td>
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<tr>
<td>Parents Collaboration Meeting (preceded by Breakfast 8:30-9:45am)</td>
<td>09/04/2015 (Fri)</td>
<td>10:30am-Noon</td>
<td>School</td>
<td>Parental Attendance</td>
<td></td>
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<tr>
<td>Parents Night</td>
<td>09/30/2015 (Wed)</td>
<td>6:30-8pm</td>
<td>School</td>
<td>Parental Attendance</td>
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<tr>
<td>Sports Day</td>
<td>10/17/2015 (Sat)</td>
<td>9:50am-2pm</td>
<td>School</td>
<td>Open to Public, Students 9am-2pm</td>
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<tr>
<td>EMERGENCY PROGRAM Golf Tournament</td>
<td>10/17/2015 (Sat)</td>
<td>9am-2pm</td>
<td>Golf City</td>
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<td>6:30-8pm</td>
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<td>Parental Attendance</td>
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<td>Open House &amp; Costume Party</td>
<td>10/28/2015 (Wed)</td>
<td>6-7:30pm</td>
<td>Residence</td>
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<td>Dance Party JH and Older</td>
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<td>Open to Public</td>
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<td>Parents Training</td>
<td>11/18/2015 (Wed)</td>
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<td>Parental Attendance</td>
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<td>Sibling Day &amp; Parents Association Meeting</td>
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<td>Parents &amp; Siblings Only</td>
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<td>Residence</td>
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<tr>
<td>Dance Party JH and Older</td>
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<td>Open to Public</td>
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<td>Winter Music Festival</td>
<td>12/18/2015 (Fri)</td>
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<td>217/304 Program Reopens</td>
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<td>Parental Attendance</td>
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<tr>
<td>Family Day</td>
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<td>11:30am-3:30pm</td>
<td>Residence</td>
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<td>Parental Attendance</td>
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<td>Sibling Day</td>
<td>07/29/2016 (Fri)</td>
<td>9:30am-1pm</td>
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<td>BHS Students &amp; Sibling Attendance</td>
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<td>Bon Dance Festival</td>
<td>08/14/2016 (Sun)</td>
<td>3:30-5:30pm</td>
<td>School</td>
<td>Open to Public, Students 2:45-5:30pm</td>
<td></td>
</tr>
<tr>
<td>SUMMER VACATION</td>
<td>Out 08/17/2016 (Wed)</td>
<td>1:30pm</td>
<td>School</td>
<td>Last Day of 217/304 Program</td>
<td></td>
</tr>
<tr>
<td>First Day of New School Year</td>
<td>In 09/06/2016 (Tue)</td>
<td>8:30am</td>
<td>School</td>
<td>First Day of 217/304 Program</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** We will have early student dismissal at 1:30pm on Sept. 16th, Nov. 25th, Dec. 18th, Feb. 3rd, Mar. 2nd, April 8th, June 15th and Aug. 17th.  
All times, dates & locations are subject to change. The events listed above are an integral part of our educational program, therefore, parents/guardians are strongly encouraged to participate. Please visit our website for a current schedule advisory at www.bostonhigashi.org.
EXCUSED DISMISSAL/EMERGENCY ASSISTANCE

Excused Dismissal

Please notify the Education Office at (781) 961-0800 (x117, 104, 105, 106 or 122) or edoffice@bostonhigashi.org in the event that your child will be dismissed from school early or will be arriving at school late.

Please make all efforts to avoid taking your child during school hours for dentist/doctor appointments. If dismissal is necessary, please be sure to report to the receptionist and sign your child in and out.

The same procedure is in effect at the residence, including notification of the Education Office. A log will be maintained at the receptionist desk.

Emergency Assistance

In case of emergency while Boston Higashi School is in session, please call 781-961-0800. You will be directed to either the day or residential program.
Delayed Opening / Early Dismissal

When inclement weather is forecasted, please consult local television and radio stations for school district closures or delayed openings. When school is cancelled in the student’s district, no transportation is provided for out of district students. Also, when the Town of Randolph posts a weather related closure, many districts will not provide transportation due to the possibility of dangerous road conditions. Parental discretion is always advised for those who elect to drive their child to our campus during weather emergencies.

Delayed openings and emergency early dismissals are aligned with home district advisories and parents should consult with their transportation vendors.

The Boston Higashi School adheres to directives for all State of Emergencies issued by the Governor of Massachusetts. Day students should remain at home when a State of Emergency is declared.
## STUDENTS’ SCHEDULE EXAMPLE

### Early Childhood Division

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8:50~</td>
<td></td>
<td></td>
<td></td>
<td><strong>DLS</strong></td>
<td></td>
</tr>
<tr>
<td>9:15~</td>
<td><strong>Exercise</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Exercise</strong></td>
</tr>
<tr>
<td>9:40~</td>
<td><strong>Circle time</strong></td>
<td><strong>Circle time</strong></td>
<td><strong>Circle time</strong></td>
<td><strong>Circle time</strong></td>
<td><strong>Circle time</strong></td>
</tr>
<tr>
<td>9:55~</td>
<td><strong>Snack</strong></td>
<td><strong>Snack</strong></td>
<td><strong>Snack</strong></td>
<td><strong>Snack</strong></td>
<td><strong>Snack</strong></td>
</tr>
<tr>
<td>10:05~</td>
<td><strong>Readiness</strong></td>
<td><strong>Readiness</strong></td>
<td><strong>Readiness</strong></td>
<td><strong>Readiness</strong></td>
<td><strong>Readiness</strong></td>
</tr>
<tr>
<td>10:25~</td>
<td></td>
<td></td>
<td></td>
<td><strong>Assembly</strong></td>
<td></td>
</tr>
<tr>
<td>3 10:55~</td>
<td><strong>Computers/Technology</strong></td>
<td><strong>Work Time</strong></td>
<td><strong>Language/Comm</strong></td>
<td><strong>Work Time</strong></td>
<td><strong>Language/Comm</strong></td>
</tr>
<tr>
<td>4 11:35~</td>
<td><strong>Work Time</strong></td>
<td><strong>Joint P.E.</strong></td>
<td><strong>Joint P.E.</strong></td>
<td><strong>Joint P.E.</strong></td>
<td><strong>Joint P.E.</strong></td>
</tr>
<tr>
<td>12:10~</td>
<td></td>
<td></td>
<td></td>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td>12:55~</td>
<td></td>
<td></td>
<td></td>
<td><strong>Break Time</strong></td>
<td></td>
</tr>
<tr>
<td>5 1:25~</td>
<td><strong>Joint Music</strong></td>
<td><strong>Joint Music</strong></td>
<td><strong>Joint Music</strong></td>
<td><strong>Joint Music</strong></td>
<td><strong>Joint Music</strong></td>
</tr>
<tr>
<td>6 2:10~</td>
<td><strong>Play</strong></td>
<td><strong>Structured Play</strong></td>
<td><strong>Play</strong></td>
<td><strong>Structured Play</strong></td>
<td><strong>Joint Play</strong></td>
</tr>
<tr>
<td>2:50~</td>
<td></td>
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<td></td>
<td><strong>Snack</strong></td>
</tr>
<tr>
<td>3:00~</td>
<td></td>
<td></td>
<td></td>
<td><strong>DLS</strong></td>
<td></td>
</tr>
</tbody>
</table>

Daily Life Therapy® • School Schedule • 2015

11
# STUDENTS’ SCHEDULE EXAMPLE

**Elementary Division**

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 ~</td>
<td>Homeroom/DLS</td>
<td>Exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40</td>
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<td></td>
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</tr>
<tr>
<td>9:40 ~</td>
<td><strong>Academics (English/LA)</strong></td>
<td><strong>Academics (Science/Social Studies)</strong></td>
<td><strong>Academics (Math)</strong></td>
<td><strong>Academics (Science/Social Studies)</strong></td>
<td><strong>Academics (English/LA)</strong></td>
</tr>
<tr>
<td>10:25 ~</td>
<td>Assembly</td>
<td></td>
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<tr>
<td>10:25 ~</td>
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</tr>
<tr>
<td>10:55 ~</td>
<td>Art</td>
<td><strong>Academics (English/LA)</strong></td>
<td><strong>Academics (English/LA)</strong></td>
<td>Art</td>
<td><strong>Computers/Technology</strong></td>
</tr>
<tr>
<td>10:55 ~</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11:35 ~</td>
<td><strong>Academics (Math)</strong></td>
<td>Joint P.E.</td>
<td>Joint Music</td>
<td><strong>Academics (English/LA)</strong></td>
<td>Joint P.E.</td>
</tr>
<tr>
<td>11:35 ~</td>
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</tr>
<tr>
<td>12:15 ~</td>
<td>Lunch/DLS</td>
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<tr>
<td>12:15 ~</td>
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</tr>
<tr>
<td>1:00 ~</td>
<td>Structured Free Play</td>
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<td>1:00 ~</td>
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</tr>
<tr>
<td>1:30 ~</td>
<td>P.E.</td>
<td>Music</td>
<td><strong>Academics (Science/Social Studies)</strong></td>
<td><strong>Academics (Math)</strong></td>
<td><strong>Academics (Math)</strong></td>
</tr>
<tr>
<td>1:30 ~</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2:10 ~</td>
<td>Communication/Language</td>
<td><strong>Academics (Math)</strong></td>
<td>P.E.</td>
<td>Joint Music</td>
<td>Music</td>
</tr>
<tr>
<td>2:10 ~</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50 ~</td>
<td>Snack/DLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50 ~</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3:05 ~</td>
<td>Afternoon Home Room/DLS</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3:05 ~</td>
<td></td>
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</tr>
</tbody>
</table>

*Academic content may be subject to change*
# STUDENTS’ SCHEDULE EXAMPLE

## Middle School Division

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00~9:40</td>
<td>Homeroom/DLS</td>
<td>Exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40~10:20</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td>Academics (Math)</td>
</tr>
<tr>
<td>10:25~10:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:55~11:35</td>
<td>Academics (English/LA)</td>
<td>Art</td>
<td>Joint P.E.</td>
<td>Art</td>
<td>Joint Music</td>
</tr>
<tr>
<td>11:35~12:15</td>
<td>P.E.</td>
<td>Academics (Science/Social Studies)</td>
<td>Academics (English/LA)</td>
<td>Music</td>
<td>Computers/Technology</td>
</tr>
<tr>
<td>12:15~1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00~1:30</td>
<td>Lunch/DLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30~2:10</td>
<td>Music</td>
<td>Communication/Language</td>
<td>Joint Music</td>
<td>Academics (Math)</td>
<td>Joint P.E.</td>
</tr>
<tr>
<td>2:10~2:50</td>
<td>Academics (Science/Social Studies)</td>
<td>Academics (Math)</td>
<td>Academics (Science/Social Studies)</td>
<td>P.E.</td>
<td>Academics (English/LA)</td>
</tr>
<tr>
<td>2:50~3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:05~3:30</td>
<td>Afternoon Home Room/DLS</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Academic content may be subject to change*
# Students’ Schedule Example

## Jr. High School Division

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 ~ 9:40</td>
<td>Home Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Daily Living Skills, Review Schedule)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40 ~ 10:20</td>
<td>Academics (English/LA)</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
</tr>
<tr>
<td>10:25 ~ 10:55</td>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35 ~ 12:15</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td>Joint P.E.</td>
<td>Art</td>
<td>Academics (Science/Social Studies)</td>
</tr>
<tr>
<td>12:15 ~ 1:00</td>
<td>Lunch/DLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 ~ 1:30</td>
<td>Structured Free Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 ~ 2:10</td>
<td>P.E.</td>
<td>Computers/Technology</td>
<td>Academics (Science/Social Studies)</td>
<td>Communication/Language</td>
<td>Academics (Math)</td>
</tr>
<tr>
<td>2:10 ~ 2:50</td>
<td>Art</td>
<td>Academics (Science/Social Studies)</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td>Joint Music</td>
</tr>
<tr>
<td>2:50 ~ 3:00</td>
<td>Snack/DLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:05 ~ 3:30</td>
<td>Afternoon Home Room/DLS</td>
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</table>

*Academic content may be subject to change*
### High School Division

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9:00~9:40</td>
<td>Home Room/DLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 9:40~10:20</td>
<td>Academics (English/LA)</td>
<td>Academics (Math)</td>
<td>Academics (English/LA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 10:20~10:55</td>
<td>Employment Education</td>
<td>Assembly</td>
<td></td>
<td>Employment Education</td>
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</tr>
<tr>
<td>4 10:55~11:35</td>
<td></td>
<td></td>
<td>Art</td>
<td>Joint P.E.</td>
<td>Art</td>
</tr>
<tr>
<td>5 11:35~12:15</td>
<td>Academics (Math)</td>
<td>Communication/Language</td>
<td>Academics (Math)</td>
<td></td>
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</tr>
<tr>
<td>6 12:15~12:45</td>
<td>Lunch</td>
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</tr>
<tr>
<td>7 1:00~1:30</td>
<td>Leisure</td>
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<tr>
<td>8 1:30~2:10</td>
<td>Academics (Math)</td>
<td>Joint Music</td>
<td>Computers/Technology</td>
<td>Joint Music</td>
<td>Academics (English/LA)</td>
</tr>
<tr>
<td>9 2:10~2:50</td>
<td>Academics (Science/Social Studies)</td>
<td>Academics (Science/Social Studies)</td>
<td>Academics (English/LA)</td>
<td>Academics (Science/Social Studies)</td>
<td>Joint P.E.</td>
</tr>
<tr>
<td>10 2:50~3:30</td>
<td>Snack/Afternoon Home Room/DLS</td>
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</tbody>
</table>

*Academic content may be subject to change*
**STUDENTS’ SCHEDULE EXAMPLE**

**Emergence Division - Younger**

<table>
<thead>
<tr>
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<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 ~ 9:30</td>
<td></td>
<td>Home Room/ DLS &amp; Exercise</td>
<td>Home Room/ DLS &amp; Exercise</td>
<td>Home Room/ DLS &amp; Exercise</td>
<td>Work</td>
</tr>
<tr>
<td>9:30 ~ 10:30</td>
<td>Work</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10:30 ~ 11:30</td>
<td></td>
<td>P.E. Art Academics</td>
<td>P.E. Art Academics</td>
<td>P.E. Art Academics</td>
<td></td>
</tr>
<tr>
<td>11:30 ~ 12:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 ~ 1:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 ~ 2:10</td>
<td>Music</td>
<td>Functional Academics</td>
<td>Break Time Leisure</td>
<td>Functional Academics</td>
<td>Music</td>
</tr>
<tr>
<td>2:10 ~ 2:30</td>
<td></td>
<td>Community Education</td>
<td>Computers/ Technology</td>
<td>Community Education</td>
<td>Work</td>
</tr>
<tr>
<td>2:30 ~ 3:00</td>
<td></td>
<td></td>
<td>Fitness Training/ Treadmill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 ~ 3:30</td>
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<tr>
<td></td>
<td>Home Room &amp; Transition</td>
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</tbody>
</table>

*Academic content may be subject to change*
### STUDENTS’ SCHEDULE EXAMPLE

**Emergence Division - Older**

<table>
<thead>
<tr>
<th>Time</th>
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<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 ~</td>
<td></td>
<td></td>
<td>Home Room</td>
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<td></td>
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<tr>
<td>9:30 ~</td>
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<td>10:30</td>
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<td>11:30</td>
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<tr>
<td>12:15</td>
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<td></td>
<td>Lunch</td>
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<td>1:00 ~</td>
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<td>2:10 ~</td>
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<td>2:30 ~</td>
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<tr>
<td>3:00 ~</td>
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</tbody>
</table>

*Academic content may be subject to change*
RESIDENTIAL DAILY SCHEDULE

Mornings
7:00AM    Wake up
          Grooming & dressing
7:30AM    Morning chores
          Changing/Making beds
          Vacuuming/Cleaning rooms
          Folding/Storing clothes
7:45AM    Breakfast
8:15AM    Brushing teeth
          Preparation for school
8:50AM    Leave for school

Afternoons
3:40PM    Arrive at residence
          Assembly in each division
          Announce schedules
          Store backpacks
          Toileting/Daily chores
4:00-6.25PM Activities (Examples)

INDOOR/OUTDOOR
Recreational Music
Individual/Group Games
Cooking
Daily Chores
Homework
Carwash
Library
Playground
Nature Trail/Walk
Leisure Walk
Water Play

COMMUNITY TRIPS
Shopping
Swimming
Library
Haircut
Post Office
Laundry Mat
Library
Bowling
Out to Eat
Seasonal Trips
  • View Holiday Lights
  • Trick or Treat
  • Plymouth Plantation

ACTIVITY LEADER PROGRAMS

Vocational
• Café Setup
• Clerical
• Bread Making, etc.
• Auto Detailing

Music
• Choir
• Group Dance
• Music/Integrated Tech, inc.

Physical Education
• Team-Based Sports
• Skill Practice
• Special Olympics, etc.

Art
• Monthly Themed Art
• Greeting Cards
• Expressive Art, etc.

Social Communication
• Eno Board
• Group Communications
• Social games
• Ipad/Computer Skills, etc.

6:00PM    Dinner; Intermediate division
6:30PM    Dinner; Girls, Middle School, Jr. High, High School,
          Young Adults and Emergence Program divisions
7:00PM    Prepare for bedtime, showering, brushing teeth, grooming,
          watch TV/Video, bedtime story, individual leisure (e.g. Ipad,
          weekly calls/SKYPE to family)
8:30-10:00PM Activities and/or Bedtime (depending on the division)

* All specific Weekly Plans are available, upon request, to all families from each division.
RESIDENTIAL WEEKEND SCHEDULE

Mornings
7:30AM  Wake up  
         Grooming & dressing
8:00AM  Morning chores  
         Changing/Making beds  
         Vacuuming/Cleaning rooms  
         Folding/Storing clothes
8:15AM  Breakfast
8:45AM  Brushing teeth
9:00AM  Activities (indoor/outdoor)

Afternoons
12:15PM  Lunch
12:45PM  Brushing teeth/washing hands
1:00PM  Activities (indoor/outdoor)
3:30PM  Snack time
3:45PM  Daily chores/Activities
6:00PM  Dinner; Intermediate division
6:30PM  Dinner; Middle School, Girls, Jr. High, High School, Young Adults  
         and Emergence Program divisions
7:00PM  Prepare for bedtime, showering, brushing teeth, grooming, watching TV/video,  
         bedtime story, etc.
8:30-10PM  Activity and/or Bedtime (depending on the division)

SAMPLE WEEKEND ACTIVITIES
On Grounds
Hiking (nature trail, leisure walk, etc.)
Exercise (treadmill, group games, jogging)
Sports (basketball, softball, roller blading, etc.)
Play (indoor/outdoor with play equipment)
Games (board games, puzzles, group games)
Cooking
Homework
Recreational music
Recreational events (e.g., Bingo Night, Movie Night)
Daily Chores/Vocational Chores
Computers
Ipads
Gym Activities
Seasonal (sledding, water play)

Community Outings/Field Trips
Golfing  Special Olympics
Bowling  Sporting Events
Swimming  Beach/Lakes
Playground  Science Museum
Library  Other Museums
Movie Theater
Shopping (grocery, mall, local stores)
Parks (e.g., Blue Hills Reservation, MA,  
Audobon Society, etc.)
Zoo
Concerts
Farms
Community Events
Restaurants
Arcade Center
Post Office
Out to Eat or Have Snack

*The Weekend Field Trip Calendar will be distributed to parents monthly.
SCHOOL EVENTS,
PARENTS COLLABORATION MEETINGS & TRAININGS

“At Boston Higashi School we have a system for spontaneous learning in advance, what is to be studied, and also for revision of what has been studied. There is also three-dimensional learning through the public exhibition of our activities which is part of our school activities. These are all forms of learning through experience.”

~ Dr. Kiyo Kitahara

Special events are planned throughout the year. Events are designed for the enjoyment of the whole family and parents are strongly encouraged to join their children since these activities usually take place on weekends. All school events are important components to successful parent training. Several parents collaboration meetings have been scheduled right after vacation periods on the first day back to school or right before vacation periods, followed by staff-parents luncheon. In this way we can include all parents as much as possible.

09/04/2015 (Friday)

1ST DAY OF 217/304 PROGRAM

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am – 9:45am</td>
<td>BREAKFAST</td>
<td>Marble Hall</td>
</tr>
<tr>
<td>10:00am</td>
<td>OPENING CEREMONY</td>
<td>School Gym</td>
</tr>
<tr>
<td>10:30am – noon</td>
<td>PARENTS COLLABORATION MEETING</td>
<td>Marble Hall</td>
</tr>
</tbody>
</table>

Welcome back! Please join us at our first meeting for the start of the 2015-2016 school year.

09/30/2015 (Wednesday)

6:30pm – 8:00pm

PARENTS NIGHT

starts in School Gym

Welcome back! We are very excited to have you come and meet your child’s teachers and residential staff! Did you know that if your child is a day student, s/he has 8 different teachers? If your child is a residential student, s/he has even more! Please come and get to know our staff – get to know who is who in the division, what they teach, what the classroom arrangement is like, and what your child will be learning this year! This will be an exciting evening with opportunities to meet new parents, to share experiences, and to learn about all of the events and activities we have planned for this year. Our school theme this year is “Be Proud”, and we want to start the year off by proudly presenting all of our staff, and all of our activities to you – the proud parents. Please - come and get involved and support your child’s learning.

10/17/2015 (Saturday)

9:00am – 2:00pm (Students)

SPORTS DAY

School Back Field

9:50am – 2:00pm (Open to Public)

This is the first major school event of the Boston Higashi School. It is an opportunity for the students and teachers to enhance their relationships, coordinate and adjust themselves to a new environment, and to help organize classes. Parent participation is also planned, and it is a very good opportunity for the parents of new students to see the students’ progress since their enrollment. Parents and children will participate in many athletic activities such as relay races, tug of war and dancing. Families will also enjoy a picnic lunch. Please prepare yourselves well in order to participate in these athletic events.
10/17/2015 (Saturday)

9:00am – 2:00pm  THE EMERGENCE PROGRAM  Golf City, West Bridgewater, MA
(Parents and Students)  ANNUAL GOLF TOURNAMENT

Parents of Emergence Program Students will enjoy a modified golf tournament with their sons and daughters. Golf is part of the physical education curriculum, and this outing provides the students an opportunity to generalize skills acquired at school to a community setting. After the morning tournament the students and parents will return to the school for a picnic lunch. The students will put on a display of other learned athletic skills in the afternoon for the parents.

10/21/2015 (Wednesday)

6:30pm – 8:00pm  PARENTS TRAINING 1  School Lobby

10/28/2015 (Wednesday)

6:00pm – 7:30pm  RESIDENCE COSTUME PARTY (EL/MS Students)  starts at Marble Hall
6:30pm – 7:30pm  DANCE PARTY (JH/HS/EP Students)

Trick-or-Treat! This is the first Open House at the Residence. It is a good opportunity for students to generalize and show their progress on the basic skills, which they have learned while attending Recreational Music Activity, and also to Trick-or-Treat in the large group. Put on a costume and join us! Join the older students in the gymnasium for the 1st school dance of the year and join the costume contest!

10/30/2015 (Friday)

1:30pm – 3:00pm  COSTUME PARTY (@ Day Program)  (Elementary and Middle School Students)  start in School Gym

This is a fun filled afternoon celebrating the fall season and the tradition of Halloween. Parents and friends are welcome to observe and participate in the fun and games. More information about the time is forthcoming.

11/18/2015 (Wednesday)

6:30pm – 8:00pm  PARENTS TRAINING 2  School Lobby

12/09/2015 (Wednesday)

6:00pm – 7:30pm  RESIDENCE WINTER PARTY (EL & MS Students)  start at Marble Hall.
6:30pm – 7:30pm  DANCE PARTY (JH, HS & EP Students)

We have a winter party at the Residence. We have many different types of activities in the division parties including exchanging the Holiday Gift. Please join us to celebrate the Holiday Season. During the winter dance party, a snow King and Queen will be chosen. Who will it be this year?
12/18/2015 (Friday)
9:00am- 1:30pm (Students)  **WINTER MUSIC FESTIVAL**  in School Gym
10:00am – noon (Open to Public)

Elementary through High School divisions will participate in this music extravaganza to be part of our Open House for the public! This event is a “mini concert” during which participants will enjoy and appreciate each other’s performances. Please come and join us. The students will be very excited to perform in front of an audience.

**LAST DAY OF 217/304 PROGRAM**
**Student Dismissal/Check Out 1:30pm**

12/19/2015 (Saturday) - 01/03/2016 (Sunday)

**WINTER VACATION**

01/04/2016 (Monday)

**217/304 PROGRAM REOPENS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am – 9:45am</td>
<td>BREAKFAST</td>
<td>Marble Hall</td>
</tr>
<tr>
<td>10:00am</td>
<td>OPENING CEREMONY</td>
<td>School Gym</td>
</tr>
<tr>
<td>10:30am – noon</td>
<td>PARENTS COLLABORATION MEETING</td>
<td>Marble Hall</td>
</tr>
</tbody>
</table>

01/27/2016 (Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30pm – 8:00pm</td>
<td>PARENTS TRAINING 3</td>
<td>School Lobby</td>
</tr>
</tbody>
</table>

02/10/2016 (Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00pm – 7:30pm</td>
<td>RESIDENCE VALENTINE’S DAY PARTY (EL &amp; MS Students)</td>
<td>Marble Hall</td>
</tr>
<tr>
<td>6:30pm – 7:30pm</td>
<td>DANCE PARTY (JH, HS &amp; EP Students)</td>
<td>Marble Hall</td>
</tr>
</tbody>
</table>

Be Mine! We have a lovely Valentine’s Day Party at the Residence. During the winter season, all students are enjoying indoor recreational and leisure activities and they will attend those activities during this party while celebrating St. Valentine’s Day. Love! Love! Love! Join the older students as they dance the night away and have a sweetheart dance.

02/24/2016 (Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30pm – 8:00pm</td>
<td>PARENTS TRAINING 4</td>
<td>School Lobby</td>
</tr>
</tbody>
</table>
03/30/2016 (Wednesday)

9:30am – noon  **PARENTS HANDS-ON TRAINING 5**  starts in School Gym

Did you miss our first session?  Would you like to receive more hands-on training?  How can parents and staff work together to help develop a bridge from school to home?  Your participation is one of the keys.

04/07/2016 (Thursday)

12:30pm – 2:30pm  **EMERGENCE PROGRAM LADIES DAY OF BEAUTY AND LUNCHEON**

(Eme**r**gence female students)  Emergence Division

Lombardos, Randolph, MA

The girls of the Emergence Program would like to invite their mothers to a luncheon where a professional hairdresser will help the students get ready for the Formal Dance Party.

04/08/2016 (Friday)

11:00am – 12:30pm  **THE EMERGENCE PROGRAM ANNUAL BRUNCH**

(EP Students)

Lombardos, Randolph, MA

The Parents of Emergence Program Students will join their sons and daughters to enjoy a casual meal. The students working closely with the schools cafeteria staff prepare all the food. The students are involved in all aspects of preparation for this event. In addition to the food preparation, the students must also set up Marble Hall with tables and chairs, set each table, and decorate for the banquet. The purpose of the Annual Brunch is to recognize the graduating students of the Emergence Program.

04/09/2016 (Saturday) - 04/24/2016 (Sunday)

**SPRING VACATION**
**04/25/2016 (Monday)****

**217/304 PROGRAM REOPENS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30am – 9:45am</td>
<td>BREAKFAST</td>
<td>Marble Hall</td>
</tr>
<tr>
<td>10:00am</td>
<td>OPENING CEREMONY</td>
<td>School Gym</td>
</tr>
<tr>
<td>10:30am – noon</td>
<td>PARENTS COLLABORATION MEETING</td>
<td>Marble Hall</td>
</tr>
</tbody>
</table>

**05/14/2016 (Saturday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am – 1:30pm (Students)</td>
<td>ROAD RACE</td>
<td>School</td>
</tr>
<tr>
<td>9:30am – noon (Open to Public)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On your mark! Get set! Goooooo!!! The Higashi Road Race is an excellent opportunity for the students to practice the necessary skills to join in community road races. Our 1.3 mile race is fast paced, and with all of the cheering from staff, siblings, and parents, the students push themselves to beat their own past performances. Don’t forget to bring your sneakers – there is also a one-lap race for all parents and siblings! Come join the fun!

**05/25/2016 (Wednesday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30pm – 8:00pm</td>
<td>PARENTS TRAINING 6</td>
<td>School Lobby</td>
</tr>
</tbody>
</table>

**06/22/2016 (Wednesday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45am – noon</td>
<td>ANNUAL CELEBRATION OPEN DOOR FULL REHEARSAL</td>
<td>School Gym</td>
</tr>
</tbody>
</table>

This is another great learning opportunity for parents. By observing this rehearsal in school, parent’s will get a look “behind the scenes”. The students will gain confidence from this practice. This will help them prepare for the big day on the stage.

**06/26/2016 (Sunday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00pm – 5:30pm</td>
<td>ANNUAL CELEBRATION</td>
<td>TBA</td>
</tr>
</tbody>
</table>

This is a major school event. The Annual Celebration is the culmination of the school year. These stage performances consist of Music and Physical Education. All performances reflect the daily guidance throughout the year. The students are highly recognized for their hard work and effort by their teachers, parents, and other people who work with them. Typically, they receive a great deal of applause. The students usually gain in confidence from this experience. This opportunity makes Daily Life Therapy® at Boston Higashi School very unique. Additionally the high school students plan and operate several “Higashi Stores” selling snacks, T-Shirts, Higashi goods and their own hand made ceramics.

**LAST DAY OF 217/304 PROGRAM**

*Student Dismissal/Check Out 5:30pm after AC*

**06/27/2016 (Monday) - 07/10/2016 (Sunday)**

**JUNE/JULY VACATION**

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Daily Life Therapy® • School Events/Parents Collaboration Meetings • 2015
07/11/2016 (Monday)

**217/304 PROGRAM REOPENS**

<table>
<thead>
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<tr>
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<td>Marble Hall</td>
</tr>
<tr>
<td>10:00am</td>
<td><strong>OPENING CEREMONY</strong></td>
<td>School Gym</td>
</tr>
<tr>
<td>10:30am – noon</td>
<td><strong>PARENTS COLLABORATION MEETING</strong></td>
<td>Marble Hall</td>
</tr>
</tbody>
</table>

07/23/2016 (Saturday)

11:30am – 3:30pm  **RESIDENTIAL 16th ANNUAL FAMILY DAY**  School Back Field

It’s Summer Time!  Summer?  What will you do during the Summer with your family?  Have a cook out party, outside concert, play in the field, wash your car (while playing with the water), simply going outside to play, etc…  Yes!  We will have all of these.  So please, come enjoy our event in a community setting.  Both day and residential parents are invited.

07/27/2016 (Wednesday)

6:30pm – 8:00pm  **PARENTS TRAINING 7**  School Lobby

08/14/2016 (Sunday)

2:45pm – 5:30pm (Students)  **BON DANCE FESTIVAL**  School Back Field
3:30pm – 5:30pm (Open to Public)

The Bon Dance is a very traditional Japanese event.  Through this event, families and students are able to experience and enjoy the cultural diversity that is part of our school.  There will be international food and game booths sponsored by the Parents Association for the enjoyment of everybody who comes to the festival.  It is open to the public and everybody is welcome.  This is the last school event for the students to celebrate their good work throughout the year, and both parents and students enjoy themselves in a relaxed atmosphere.

08/17/2016 (Wednesday)

**LAST DAY OF 217/304 PROGRAM**

Student Dismissal/Check Out 1:30pm

08/18/2016 (Thursday) - 09/05/2016 (Monday)

**SUMMER VACATION**

09/06/2016 (Tuesday)

**217/304 PROGRAM REOPENS**
## EVENTS OPEN TO THE PUBLIC

The following is the schedule of the events open to the public.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2015 (Fri)</td>
<td>10:00am - 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>10/17/2015 (Sat)</td>
<td>9:50am-2:00pm</td>
<td>School</td>
<td>Sports Day</td>
</tr>
<tr>
<td>10/28/2015 (Wed)</td>
<td>6:00pm - 7:30pm</td>
<td>Residence</td>
<td>Residence Open House Costume Party/Dance Party</td>
</tr>
<tr>
<td>11/06/2015 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>12/04/2015 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>12/09/2015 (Wed)</td>
<td>6:00pm – 7:30pm</td>
<td>Residence</td>
<td>Residence Open House Winter Party/Dance Party</td>
</tr>
<tr>
<td>12/18/2015 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Winter Music Festival</td>
</tr>
<tr>
<td>02/05/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>02/10/2016 (Wed)</td>
<td>6:00pm – 7:30pm</td>
<td>Residence</td>
<td>Residence Open House Valentine’s Party/Dance Party</td>
</tr>
<tr>
<td>03/04/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>04/01/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>05/20/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>06/10/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>06/26/2016 (Sun)</td>
<td>TBA</td>
<td>TBA</td>
<td>Annual Celebration</td>
</tr>
<tr>
<td>07/22/2016 (Fri)</td>
<td>10:00am – 12:00Noon</td>
<td>School</td>
<td>Open House/Guided Tour</td>
</tr>
<tr>
<td>07/23/2016 (Sat)</td>
<td>11:30am – 3:30pm</td>
<td>Residence</td>
<td>Family Day</td>
</tr>
<tr>
<td>08/14/2016 (Sun)</td>
<td>3:30pm – 5:30pm</td>
<td>School</td>
<td>Bon Dance Festival</td>
</tr>
</tbody>
</table>
ITEMS FOR DAY PROGRAM

* 1 back pack
* 1 pencil case with some pencils and an eraser for Elementary and older students
* 1 face towel to wash self after physical education
* 1 notebook (for communication between parents and teacher)
* gym clothes
* change of clothes as needed
* comb and hairbrush
* 1 pr. of running shoes and socks

PLEASE NOTE: BOSTON HIGASHI SCHOOL IS NOT RESPONSIBLE FOR ITEMS LOST BY STUDENTS DURING TRANSPORT TO/FROM THE SCHOOL CAMPUS.
ITEMS FOR RESIDENTIAL PROGRAM

Intermediate Division

Throughout the school year, items may be depleted. Requests will be made to replenish specific items. Shoes such as sneakers and inside shoes typically need replacing two to three times per year. Please label ALL items carefully.

CLOTHING

Bathing Suits
Jacket (winter)
Jacket (light)
Pajama sets (light)
Pajama sets (long)
Pants – Long (casual e.g. jeans, chinos)
Pants – short
T-Shirts
Long Sleeve Shirts (w/collar)
Short Sleeve Shirts (w/collar)
*Skirt/top set
*Dress
Socks (white, heavy cotton)
Sweater
Sweatpants
Sweatshirts
Underclothes – Slip
Underpants
Undershirts (short sleeve)
Footwear: Winter Boots
   Hiking Boots
Indoor Footwear (canvas, slip on type w/back)
Footwear – Sneakers (running/athletic) (per semester)
Beach Shoes (with strap on heel)
   Hat – Winter
Hat – Spring (baseball cap)
Mittens with clips (younger)
Snow Pants
Belt
Nice set of clothes/formal wear (e.g., khaki pants and button-down shirt)
*For dance party, eating out, etc.

TOILETRIES(per semester)

Body Lotion, “Aveeno” (after showers)
Hairbrush – rubber tipped
Comb
Deodorant (stick “Degree Solid”)
No More Tangles (long hair –girls)
Shampoo/Conditioner (2 in 1 – large)
Soap (Dove – unscented, liquid/bar)
Toothbrush (age appropriate – Kids size)
Toothpaste (age appropriate)
Kotex (individually wrapped)/ large bags
Sunblock (SPF 30 or higher)
Bug Spray (DEET 30% or less)
Shower Shoes

TOWELS AND BEDDING

Face Cloth (Non-Returnable)
Bath Towel (Non-Returnable)
Sheets (top, fitted bottom)
Comforter
Pillows
Pillow Cases

OTHER

Digital Alarm Clock
Backpack – large, heavy duty w/zipper
Pencil Case
*Decorations (posters, pictures, etc., for student’s rooms)
Hair Dryer (with protective nozzle/extension (for girls)
Rollerblades set (rollerblades, helmets, knee pads, elbow pads, wrist guards, 3 prs. knee socks, and bag)
Age appropriate Toys

Mandatory law: Approved car seat for students who are under 4’9” or 80 lbs. or less
* After Summer Vacation, please send in the clothing and hygienic items requested with your child. Please remember to **label all items with student’s first and last name**. Sewn on labels are best but we will accept permanent markers.

* In October, we will have a Costume Party. Please send a costume for your child in September.

* Girls Hair Accessories – please place bows, rubber bands, etc. in a plastic container with your child’s name on the container. This will help organize each girl’s accessories and prevent exchange of hair items.

* Personal effects – we would like to personalize your child’s bedroom area. In order to provide a sense of familiarity we are requesting family photos, posters, favorite bedding and other items that your child is familiar with. Space is limited but Boston Higashi staff will do their best to make the residence as home-like as possible for your child. When sending items make sure that these items can be replaced in that we cannot be responsible for their loss or damage. Please no glass frames.

* Personal hygiene, clothing, shoe items and Annual Celebration clothing requests must be purchased by the parent/caretaker. It is not the responsibility of the school.

* All students’ belongings must be taken home on the last day of school to be inspected and replaced as needed.

* Some clothes may become discolored through frequent washing. Please understand this possibility and do not send clothes that require special washing/drying conditions.

**PLEASE NOTE: BOSTON HIGASHI SCHOOL IS NOT RESPONSIBLE FOR ITEMS LOST BY STUDENTS DURING TRANSPORT TO/FROM THE SCHOOL CAMPUS.**
ITEMS FOR RESIDENTIAL PROGRAM

**Middle School, Girls, Jr. High, High School, Young Adults, and Emergence Program Divisions**

Throughout the school year, items may be depleted. Requests will be made to replenish specific items. Shoes such as sneakers and inside shoes typically need replacing two to three times per year. Please label **ALL** items carefully.

### CLOTHING

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathing Suits</td>
<td>2</td>
</tr>
<tr>
<td>Jacket (winter)</td>
<td>1</td>
</tr>
<tr>
<td>Jacket (light)</td>
<td>2</td>
</tr>
<tr>
<td>Pajamas (long)</td>
<td>2</td>
</tr>
<tr>
<td>Pajamas (light)</td>
<td>2</td>
</tr>
<tr>
<td>Pants – Long (casual/e.g jeans, chinos)</td>
<td>3</td>
</tr>
<tr>
<td>Pants – short</td>
<td>5</td>
</tr>
<tr>
<td>T-Shirts</td>
<td>3</td>
</tr>
<tr>
<td>Long Sleeve Shirts (w/collar)</td>
<td>3</td>
</tr>
<tr>
<td>Short Sleeve Shirts (w/collar)</td>
<td>3</td>
</tr>
<tr>
<td>Skirt/top set (for Dance Party, eating out, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Dress (for Dance Party, eating out, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Socks (white, heavy cotton)</td>
<td>15</td>
</tr>
<tr>
<td>Sweater</td>
<td>2</td>
</tr>
<tr>
<td>Sweatpants</td>
<td>4</td>
</tr>
<tr>
<td>Sweatshirts</td>
<td>4</td>
</tr>
<tr>
<td>Underclothes – Bra (sports)</td>
<td>1</td>
</tr>
<tr>
<td>Underclothes – Bra (regular)</td>
<td>4</td>
</tr>
<tr>
<td>Underclothes – Slip</td>
<td>1</td>
</tr>
<tr>
<td>Underpants</td>
<td>10</td>
</tr>
<tr>
<td>Undershirts (short sleeve)</td>
<td>10</td>
</tr>
<tr>
<td>Footwear: Winter Boots</td>
<td>1</td>
</tr>
<tr>
<td>Hiking Boots</td>
<td>1</td>
</tr>
<tr>
<td>Beach Shoes (Teva)</td>
<td>1</td>
</tr>
<tr>
<td>Indoor Footwear (canvas, slip on type w/back)</td>
<td>2</td>
</tr>
<tr>
<td>Footwear – Sneakers (Athletic/Running)</td>
<td>1</td>
</tr>
<tr>
<td>Beach Shoes (with strap on heel)</td>
<td>1</td>
</tr>
<tr>
<td>Hat – Winter</td>
<td>2</td>
</tr>
<tr>
<td>Hat – Spring (baseball cap)</td>
<td>2</td>
</tr>
<tr>
<td>Gloves</td>
<td>2</td>
</tr>
<tr>
<td>Belt</td>
<td>2</td>
</tr>
<tr>
<td>Snow Pants</td>
<td>1</td>
</tr>
<tr>
<td>Suit/Formal Wear</td>
<td>1</td>
</tr>
</tbody>
</table>

### TOILETRIES (per semester)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Lotion; “Aveeno” (after showers)</td>
<td>3</td>
</tr>
<tr>
<td>Deodorant (stick “Degree Solid”)</td>
<td>2</td>
</tr>
<tr>
<td>Hairbrush – rubber tipped</td>
<td>1</td>
</tr>
<tr>
<td>Comb</td>
<td>1</td>
</tr>
<tr>
<td>No More Tangles (long hair – girls)</td>
<td>2</td>
</tr>
<tr>
<td>Shampoo (2 in 1 Shampoo and conditioner)</td>
<td>3</td>
</tr>
<tr>
<td>Shaver (males, Norelco 965 RX)</td>
<td>1</td>
</tr>
<tr>
<td>Shaver (females, Conair Satiny wet/dry)</td>
<td>1</td>
</tr>
<tr>
<td>Shaving Lotion</td>
<td>2</td>
</tr>
<tr>
<td>Soap (Dove – unscented, liquid/bar)</td>
<td>2</td>
</tr>
<tr>
<td>Toothbrush (age appropriate)</td>
<td>4</td>
</tr>
<tr>
<td>Toothpaste (age appropriate)</td>
<td>3</td>
</tr>
<tr>
<td>Kotex (individually wrapped/ large bags)</td>
<td>3</td>
</tr>
<tr>
<td>Sunblock (SPF 30% or more)</td>
<td>1</td>
</tr>
<tr>
<td>Bug Spray (DEET 30% or less)</td>
<td>1</td>
</tr>
<tr>
<td>Shower Shoes</td>
<td>2 pr.</td>
</tr>
</tbody>
</table>

### TOWELS AND BEDDING

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Cloth (Non-Returnable)</td>
<td>4</td>
</tr>
<tr>
<td>Bath Towel (Non-Returnable)</td>
<td>4</td>
</tr>
<tr>
<td>Sheets (top, fitted bottom)</td>
<td>2 sets</td>
</tr>
<tr>
<td>Comforter</td>
<td>1</td>
</tr>
<tr>
<td>Pillow cases</td>
<td>2</td>
</tr>
<tr>
<td>Pillow Cases</td>
<td>2</td>
</tr>
<tr>
<td>Hair Dryer (girls)</td>
<td>1</td>
</tr>
</tbody>
</table>

### OTHER

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backpack – large, heavy duty w/zipper</td>
<td>1</td>
</tr>
<tr>
<td>Pencil Case</td>
<td>1</td>
</tr>
<tr>
<td><em>Decorations (posters, pictures, etc., for student’s rooms)</em></td>
<td>2</td>
</tr>
<tr>
<td>Alarm clock</td>
<td>1</td>
</tr>
<tr>
<td>Radio/CD Player</td>
<td>1</td>
</tr>
<tr>
<td>Rollerblades set (rollerblades, helmets, 3 prs. pads, elbow pads, wrist guards, 3 prs. knee socks and bag)</td>
<td>1 set</td>
</tr>
<tr>
<td>Wallet</td>
<td>1</td>
</tr>
<tr>
<td>Purse (for girls)</td>
<td>1</td>
</tr>
</tbody>
</table>
* After Summer Vacation, please send in the clothing and hygienic items requested with your child. Please remember to **label all items with student's first and last name**. Sewn on labels are best but we will accept permanent markers.

* In October, we will have a Costume Party. Please send a costume for your child in September.

* Girls Hair Accessories – please place bows, rubber bands, etc. in a plastic container with your child name on the container. This will help organize each girl’s accessories and prevent exchange of hair items.

* **Personal effects** – we would like to personalize your child’s bedroom area. In order to provide a sense of familiarity we are requesting family photos, posters, favorite bedding and other items that your child is familiar with. Space is limited but Boston Higashi staff will do their best to make the residence as home-like as possible for your child. When sending items make sure that these items can be replaced in that we cannot be responsible for their loss or damage. Please no glass frames.

* Personal hygiene, clothing, shoe items and Annual Celebration clothing requests must be purchased by the parent/caretaker. It is not the responsibility of the school.

* All students’ belongings must be taken home on the last day of school to be inspected and replaced as needed.

* Some clothes may become discolored through frequent washing. Please understand this possibility and do not send clothes that require special washing/drying conditions.

**PLEASE NOTE:** BOSTON HIGASHI SCHOOL IS NOT RESPONSIBLE FOR ITEMS LOST BY STUDENTS DURING TRANSPORT TO/FROM THE SCHOOL CAMPUS.
School Policies & Procedures
Daily Life Therapy® began in 1964 when Dr. Kiyo Kitahara established the Musashino Higashi Kindergarten in Tokyo, Japan. Her now well-known method for educating children with autism, Daily Life Therapy®, emerged naturally from her experience teaching an autistic child who was enrolled in her regular kindergarten class.

Daily Life Therapy® is an educational philosophy and a way of teaching based on that philosophy found only at two schools, the Boston Higashi School in Randolph, MA and the Mushashino Higashi Gauken in Tokyo, Japan. This philosophy believes that the purpose of education for each child is to find that “most precious bud of self identity” by fully developing one’s potential and dignity. This is accomplished through a holistic education of the entire child via the three fundamental “pillars” of

1) Physical stamina building,
2) Emotional stability, and
3) Intellectual stimulation.

Together, these pillars provide the foundation which is at the core of a broad and full education rather than one directed as a piecemeal approach to remediating deficits.

These three pillars make the educational methodology at the Boston Higashi School, absolutely unique. Without medication, students can use vigorous physical exercise to learn to regulate their biological rhythms of life and thus gain the many other benefits in health, stamina, mood, awareness of one’s surroundings, and concentration that result. In this vibrant and energetic environment, through a highly consistent, highly structured approach using group dynamics teachers bond closely with each student to achieve emotional stability so that understanding and trust can develop through “heart to heart” education. Being healthy and happy leaves a child free and open to experience. The varied and intellectually stimulating atmosphere for learning is then part of this core approach, as Dr. Kitahara saw the way a “normal” child learns as a “mirror” for the proper education of the autistic child as well.

Based on this strong philosophy, the Daily Life Therapy® approach is consistent across all aspects of teaching and campus life. Through group dynamics, in classes, students are naturally taught social interactions and relationships as they study a broad based age appropriate curriculum covering literacy, math, science, social studies and the arts, consisting equally of music, art, physical education, and computer technology. Students move around a large campus, explore a nature trail, participate in community events, and interact socially with classmates and others in a wide variety of opportunities that expand their world and help them grow into adulthood.

Social Education develops from the building blocks of play in childhood to community leisure and recreational activities for young adults all directed toward establishing active interpersonal engagement with others and opportunities for experience with and connectedness to one’s surroundings, so often lacking in those with Autism.

According to Dr. Kitahara, “play is the bridge to social development” and learning how to do this through the natural developmental playtime sequences of the Daily Life Therapy® curriculum builds a strong foundation for social relationships.
Play is fun and contributes to feeling happy, successful and self-confident. Playing helps children explore the sensory world, discharge energy, develop problem-solving skills, enhance fine and gross motor abilities, learn social and emotional roles, express one’s feelings and be creative. Developmentally, adolescents continue this play and add more advanced leisure and recreational activities such as drama club and community road races. Together, these components of the social education program are geared to develop the capacity to enjoy activities, to join others for participation and socialization, to develop functional capacities and basic concepts about the world and to develop communication skills that opens the individual to the enjoyment of a variety of experiences in a richer more fulfilling life.

Special subjects, including the visual arts and music are taught on the premise that children with ASD can develop creativity and are able to express their artistic abilities through learning the skills to draw, paint and perform musically on instruments and vocally. An understanding and appreciation of the beauty of art and the world around them is also created, leading to a heightened awareness and enjoyment of one’s surroundings.

The management of behavior through Daily Life Therapy® relies first on the mutually trusting relationship between student and teacher that is a bond of love and deep understanding. In describing this relationship, Dr. Kitahara said, “a teacher does not love a student but is in love with a student”. Secondly, it relies on the development of skills for self-regulation that the student learns gradually through the structure, group dynamics, emotional stability, exercise, enjoyment and participation in activities that make life more fun and other learning throughout the program. Social independence is accomplished by concentrating on the child’s strengths rather than on the undesirable behavior. Aversive measures are never used to change behavior.

A major tenet of Daily Life Therapy® is that education should be conducted in an environment of normality. In the Tokyo program, the format is a mixed educational setting. In the Boston program, some children are included in mainstream classrooms with typical age peers. Other students are in on-campus clubs with typical peers joining them here (i.e. drama club). Still other students hold off-campus jobs or participate in leisure programs. The goal of Boston Higashi School is life long inclusion in the community.

In conclusion Daily Life Therapy® is not a set of discrete techniques or interventions to change or eliminate the behaviors of children with ASD. It is a socially valid and clinically meaningful outcome-based educational approach that is holistic and “heart-to-heart” between teacher and child.
DAILY LIFE THERAPY® FLOW CHART

Establishment of daily rhythm

3 Pillars in DLT

Independence in daily living skills

Social Independence

Diffusion of energy

Building stamina Daily rhythm of life
Stabilization of emotions
Patience

Harmony/adaptability with group
Awareness of others
Promptness of movements
Flexibility

Dressing/undressing
Eating manners, eating variety of food, preparing & clearing tray
Toileting

Chores

Chores, helping
Cleaning
Maintenance
Shopping

Patience
Independence
Listening to reasons
Caring about others

Receptive language
Vocalization/Articulation
Expressive language
Conversation

Normalization of interest
Intellectual development
Age-appropriate tasks

Group participation

Physical Stamina Building

Eating

Emotional Stability

Toileting

Intellectual Stimulation

Group participation

Daily routine

Cooperation/Harmony
Sociability
Friendship

- Diffusion of energy
- Physical fitness
- Sports participation

- Productivity
- Social participation
- Responsibility/Perseverance

- Comprehension ability
- Positive attitude
- Judgement ability

- Communicating needs/wants
- Having conversation
- Self-initiated expression

- Acquiring the necessary functional skills and knowledge to live
- Growth of individual bringing potential to actual life.
CRITERIA FOR ELIGIBILITY

“When teaching I always keep before my mind something that is but natural, namely, that I must give any child the education that is important to him/her... Each child is a treasure. Each child is an individual with its own individual existence. A school is a place where these various different individuals are collected for education, and not a plant, which turns out standard articles. Thus an important matter is what orientation education should have and how to preserve every single individuality.”

~ Dr. Kiyo Kitahara

Age: 3 – 22

Diagnosis: Autism Spectrum Disorder and Related Neurodevelopmental Disorders

Students whose diagnosis falls within the category of Autism Spectrum Disorder are eligible to apply for admission to the Boston Higashi School. Students presenting with related Neurodevelopmental Disorders are also eligible to apply. Applications are considered on an individual basis. Students must be able to fully participate in the vigorous physical education and group dynamic program that underlie the methodology of Daily Life Therapy®

The new DSM-5 (Diagnostic and Statistical Manual of the American Medical Association) has changed the description of autism and its subtypes. Consistent with this new description, the Boston Higashi School serves students within the full range of Autism Spectrum Disorder. Relevant older terms and subtypes are now subsumed under this ASD umbrella, which differentiates conditions by their place on a single continuum or spectrum.

Students anywhere along this spectrum still have in common the defining characteristics of impairments, however rather than a triad of socialization, communication and flexibility/imagination, the first two have been re-conceptualized as a single construct. Thus, to meet the criteria for ASD, individuals must show deficits in Social Communication and must also exhibit Restricted and Repetitive Behavior (RRB). Individuals who show such impairments may meet the criteria for eligibility for the Boston Higashi School.

Deficits in Social Communication are characterized by difficulty with social-emotional reciprocity, impairments in various forms of nonverbal behaviors such as making eye contact, using and understanding body language and/or facial expressions and in using gestures, and deficits in developing and maintaining appropriate relationships, beyond one’s caregivers, including play-based and social friendships.

Impairments in RRB’s can involve the exhibition of stereotyped and repetitive movements or activities, excessive adherence to routines/rituals, excessive resistance to change including transitions, restricted or perseverative interests and altered reactivity to sensory input.

For a diagnosis to be given, these characteristics must be present since “early childhood”, even if they do not manifest themselves until social demands exceed the youngster’s capacity, and they must be sufficiently limiting to impair everyday functioning.
Rather than subtypes, functioning in each domain is seen as ranging along a continuum of severity defined by how independent the individual is. Three levels are proposed: 1. Requiring Support, 2. Requiring Substantial Support, 3. Requiring Very Substantial Support.

Autism Spectrum Disorder is still regarded as a developmental, non-progressive, lifelong neurological behavioral disorder that is derived from multiple etiologies, which are only partially known and understood. However, this is a more coherent conceptual view of the disorder rather than just a collection of symptoms. It is regarded as a condition the child has rather than defining the child, who is seen as a unique personality with other areas of strength and possibly need. Among other areas to be considered are problems with motor coordination, activity level and sleep regulation, level of anxiety, cognitive capability, and gastrointestinal or immune dysfunction.

The program at the Boston Higashi School has always recognized these domains as areas to be addressed educationally. Motor coordination problems include difficulties with balance, coordination, judgment, attention and awareness of one’s own body boundaries and of oneself in space, with clumsiness in large muscle activities as well as in eye-hand coordination for skills needed for daily living, for academic learning, or for play and with oral coordination for speech production as well as eating. Level of activity difficulties may include lethargy and under arousal as well as non-purposeful hyperactivity. Similarly, sensory difficulties may also be of the under aroused (hypo) or the hyper sensitive type. Many students react with overt anxiety to new situations, loud noises, transitions, or changes in routines whereas others are less affected while still others show this by irritability, tantrums, stereotypical behaviors, aggression, or oppositional-defiant attitudes. Intellectual capabilities of those with Autism Spectrum Disorder can run the entire range as well and includes those with generalized impairment but splinter savant skills.

The Boston Higashi School is not a treatment facility for students with mental health diagnoses, emotional disturbances or conduct disorders.

ADMISSION PROCESS

Boston Higashi School employs a rolling admissions process serving students ages 3-22 with diagnoses along the Autism Spectrum, which previously included Autism, Autistic-like, PDD-NOS and Asperger’s Syndrome. Students presenting with related neurodevelopmental diagnoses might also meet the criteria for eligibility for admission.

Referral
Referrals are typically made by school districts to the Admission Coordinator. Parents who plan to fund privately may submit a private pay referral. Application materials will be sent to parent/guardian for completion and a school tour will be scheduled. The Admissions Committee reviews submitted application materials to determine if the student is appropriate for admission consideration.

Interview
Applicants considered potential candidates for admission are invited to the Boston Higashi School for a screening with qualified staff. The Admissions Committee will conduct an interview with parent/guardian.
Decision

The Boston Higashi School does not discriminate on the basis of a student’s race, color, sex, national origin, age, or sexual orientation. Admission decisions are made on an individual basis and are reviewed as circumstances change.

The Admissions Committee reconvenes for review and determination of admission. Occasionally a prospective student may be asked back for further observation. The final admission decision is made within ten days following the screening interview. The Admissions Coordinator then notifies the school district and parent/guardian. The Daily Life Therapy® Guidelines book and school calendar is mailed to both parent/guardian and school district.

Before an admission date can be determined, the following forms must be completed:

- Confirmation of Funding
- Current signed IEP reflecting placement at Boston Higashi School
- All requisite medical and school consent forms

Day of Admission:

Parent/guardian will meet with pertinent Boston Higashi School staff to review new student protocols and procedures. Parent/guardian of residential students will have an opportunity to visit their child’s bedroom and to organize their belongings.
BEHAVIOR MANAGEMENT

Prediction, Proaction and Prevention

“The laughter of children is always heard in an enjoyable school.
It is alive with vitality and full of smiling faces.”

~ Dr. Kiyo Kitahara

A. Basic Premise

In Daily Life Therapy® learning to manage behavior is an integral part of the systematic educational approach to achieve social independence and dignity. The goal of the Boston Higashi School behavior management is to enhance the character of the individual through a process of regulating reciprocal emotional relationships (establishing a bond between people). It is not based upon a procedure to control discrete behaviors.

The uniqueness of Daily Life Therapy® is derived from the integrative aspects of behavior management as part of the educational approach in the entirety. In order for behavior management to be effective continuous educational progress in all areas must be achieved. Behavior management is predicated on addressing the whole life of the child and not a result of analyzing discrete behaviors. The holistic approach promotes prediction, proaction, and prevention in the regulation of emotions and behavior. The success of behavior management is achieved through physical exercise to establish a healthy daily routine, intellectual stimulation, and emphasis on high expectations which enhance richness in life directly effecting the behavior of the student.

Aversive measures, punishment, medication or time-out procedures are never used and are considered counter-productive to the bond and trust between teacher and student and among teacher, student and family, the most critical aspect of Daily Life Therapy®.

Behavioral Expectations for Progress:

The student will increase his self-control, thereby enabling him to have many opportunities and experiences in life.

The student will (be able to) return to his family and community as an active participant.

The student will (be able to) benefit completely from his educational opportunities.

All of the following strategies need to be examined within the context of Daily Life Therapy®. Without fulfillment in the three basic tenets of Daily Life Therapy® these strategies are incomplete. As previously mentioned, the three basic tenets include gaining stability of emotions, participation in physical education and stimulating the intellect.

B. General Strategies:

Prediction, Proaction and Prevention can be explained more clearly within two categories. This includes General Strategies and Specific Strategies. General Strategies are the fundamental prerequisites for establishing a foundation for learning. These are:

Initial Stage Guidance: This guidance is based on the fundamental ideas of child development. In order to begin the learning process a child must first develop a basic foundation, a “readiness” to learn and a readiness to begin participating in life itself. There are three basic elements: sleeping,
eating and toileting. When a child with autism first begins at school he typically has very irregular sleeping patterns. The teachers at Boston Higashi School will provide vigorous physical activities along with stimulating intellectual/play activities to enable the child to remain awake during the day and fall asleep at night only. In order to completely accomplish this task a child’s dietary habits must also be addressed. Many students exhibit strong food preferences and eat only similar tasting foods or foods with certain textures. The students are encouraged to eat a wider variety of foods through intense direction by one or more staff members using physical prompts, verbal prompts and modeling. The bonding between the child and teacher begins during this stage. The main aim when developing this bond is that the teacher will come to know the child extremely well and the child will develop trust and a feeling of comfort and consistency with the teacher. In addition, during the Initial Stage the child will naturally increase his physical stamina, which will enable him to be an active participant with positive feelings throughout the entire day. All of this will strongly influence the learning process.

**Environment of Normality:** Not only are academics presented at an age-appropriate level, including the students age-appropriate interests through age-level contents, but also expectations are high for all students in all areas. The students are given opportunities for typical learning experiences and social opportunities throughout the curriculum, which outlines a variety of academic, physical, creative and vocational activities. The students are also viewed within a normal developmental framework with high expectations for attending skills. Correct postures and eye contact are emphasized to prepare children to focus on the teacher and the environment. Initially, teachers use exaggerated voices and movements to teach attending skills and provide clear guidelines of the teacher’s expectations of the students. The general school environment is similar to a typical school, physically and programmatically. There are many opportunities for the students to be challenged and subsequently achieve success. (See “School Events”)

**Group Dynamics:** The Boston Higashi School utilizes a group approach similar to typical schools. After adjusting to their class or group, children develop an increased level of comfort and anxiety is automatically decreased particularly in stressful situations. The students also provide positive role models for each other, as well as receive stimulation from their peers to develop appropriate behaviors. The holistic approach of group dynamics is a step-by-step process founded on imitation. Socialization, which is a weak point for many children with autism, is naturally integrated within this approach. (Also see, Group Orientation)

**C. Specific Strategies:**
Specific strategies enable students to learn appropriate skills to maintain their high level of learning throughout every aspect of their lives. This allows the students to participate in many opportunities and experiences throughout their lives, including those opportunities where they are giving to rather than only receiving from society.

**Bonding between the teacher and student:** When a child is first introduced to the program several teachers work intensively to establish relationships with the child. This bonding process establishes effective ties without attending to inappropriate behavior. It establishes trust between the student and teacher. This process of the development of a strong bond develops over time with specific practices. For example, the teacher will participate in all the activities with the students such as exercising together and eating the same meals together. Through this approach the students are physically and mentally closer to their teachers. With the basic bonding process established a student’s awareness of his teacher and class develops. This enables the teacher to understand and
predict undesirable behavior by recognizing what causes the student to become anxious. Also, the student is better able to control his own emotions in time of high anxiety when he is able to rely on his teacher’s consistency which was built through their relationship of trust.

**Daily routine:** A routine oriented schedule is maintained for the students in order to provide consistency and prediction throughout their daily lives. This structure not only enables the students to make sense of their environment, but also allows the teachers to relay consistent and definitive expectations. Through concise instructions that are always clear and uniform, the learning environment becomes familiar and comfortable which facilitates the student’s progress. Students are able to better cope with change once they feel comfortable in a routine since they always know no matter how chaotic an event is, they will eventually get back to their comfortable and predictable routine. In addition, the teachers will plan to challenge the students with schedule changes or school events, in order to prevent the development of dependency on any routine.

**Basic posture training:** Postures useful for reducing maladaptive behaviors are learned throughout the student’s daily routine as well as in physical education and exercise activities. The students will learn basic postures, which are similar to the idea of mutually exclusive techniques. This process is considerably more complex than the substitution of one behavior for another. Children learn that through attending they can differentiate appropriate behavior from inappropriate behavior, and can eventually select the appropriate behavior. Basic postures also provide the students with coping mechanisms in order to increase control over their behaviors. Through acquiring the basic postures the students have something comfortable and familiar to turn to when they feel anxious (redirection). In this way, any type of panic attack or behavior difficulty can be diffused quickly and more independently. All of this consequently leads to better self-control and decreased behavioral difficulties since the student is better able to control his own emotions. The key point of these postures is that the students are given a concrete idea of what they are supposed to be doing at each moment.

**Group Orientation:** Each student is educated in a class or group. Students will not only feel more comfortable with peer support as previously mentioned, but also become more independent through natural group dynamics. Group guidance aims at removing bit-by-bit a student’s reliance and dependence on others through a natural method. The basis for this stems from the fact that most life activities are spent in group situations. Students who can feel confident and comfortable in a group have a future with many opportunities. Students are also more stimulated by their group and begin to foster more awareness of their surroundings. In this way the attending behavior and imitation skills can further develop.

**Physical energy diffusion:** Studies support the fact that physical exercise diffuses excess energy and lowers anxiety levels. Unlike typical peers, children with autism do not naturally diffuse energy through play. Part of physical energy diffusion includes teaching our students appropriate ways to play or engage in physical activities. Through diffusing excess energy many stereotypic behaviors decrease rapidly in students. Also, all of the physical activities and equipment that are taught directly effect the variety of opportunities for the students to socialize and participate in life. This also affects the overall development and self-esteem of the students, which directly effects the behavioral domain.

**Instructional Planning:** The education of students at the Boston Higashi School is well rounded and includes academics such as language arts, mathematics, science, social studies, computer
technology, physical education, art and music. Planned and well-implemented educational lessons also reduce behavior difficulties by providing intellectual stimulation as well as clear expectations for the students. Age-appropriate materials are presented along with a variety of teaching materials in order to reach each student’s level and mode of learning. The lessons themselves are taught in an organized and clear manner with clear beginnings and endings as well as clear goals. (Through improving the students’ academic knowledge they are better able to learn skills that are necessary for life as well as generalize the skill of learning itself to all aspects of their lives.) Overall, each student’s life will be enriched through these learning opportunities.

Meetings and review procedures: A team approach to teaching is maintained through support and daily review. All student issues are discussed daily in several meetings. In the morning meetings, teachers will prepare for the students by discussing any issues that occurred overnight or by discussing any plans that were made to solve issues from the previous day. In the afternoon, after the students are dismissed, all teachers meet within their division to discuss student issues again and plan for the following day. Master Teachers will report to the Division Directors in order to receive more suggestions or reminders. Through these meetings and review procedures all staff are aware of student issues and can plan accordingly to prevent similar occurrences. The focus of the meetings is to review the student’s whole life, not just specific behaviors. The teachers will evaluate the three tenets of Daily Life Therapy® and plan accordingly if one area seems to be lacking. Through this support and planning system the main aspects of behavior management under Daily Life Therapy® can be accomplished; these again are prediction, proaction and prevention.

D. Specific Behavioral Practices:
It is important to note that there is no “recipe” for behavior management under Daily Life Therapy®, rather the entire educational environment is prepared to decrease behavioral difficulties and prevent difficulties such as a panic attack from escalating. However, when a behavioral difficulty does occur all teachers will utilize similar specific practices (De-escalation) under Daily Life Therapy®. As a part of this, all teachers will naturally utilize a method of problem solving for each issue.

Problem Solving

1. Clearly identify the problem.
2. Identify the possible reason(s).
3. Identify strategies to prepare for and prevent this problem.
4. Consistently implement the plan.
5. Review.

All practices are implemented according to Section H, Standards and Policies of the School. Techniques are never used separately, but always in an integrated manner. Each child is considered on a case-by-case basis, with regard for the uniqueness of the individual’s ability to benefit from normalized daily life experiences. **Daily Life Therapy® is not a behavior modification approach nor is it relegated to a behavior modification construct of an antecedent – behavior – consequence continuum.**

Daily Life Therapy® structures the environment according to a normalized context, and is designed to be proactive, predictive and preventative with respect to challenging behavior. The approach is sequential and developmental and is not behavioral in nature.
E. **Physical Assistance**

Assisting students physically—with their body movements, with the coordination of their movements and with the development of a sense of awareness of themselves as individual entities in space and time—is extremely helpful as a teaching methodology to increase the precision of focus and concentration for students with autism. Physical guidance is part of our educational/behavior management approach.

**Physical Guidance:** Physical guidance is used to teach a student a skill; direct or redirect a student to or from an activity, person or situation; or to de-escalate a situation in which a student may be exhibiting difficult behaviors. Physical Guidance is not a physical restraint, and it is not an emergency intervention. Physical Guidance is utilized as a cue to assist the child in their learning, be it cognitively, physically, or in emotional self-regulation. All staff are trained to use a uniform and consistent method.

Guidance may be used in many domains including, hand-over-hand assistance, as a response to running/bolting, escorts, jogging guidance, re-direction techniques, and eating guidance, depending on the situation. The directions being given to the student at the time of the physical guidance are clearly communicated, and in fact, help the student to learn and to succeed.

Staff are specifically and consistently educated/trained to physically guide students with proper hand-over-hand techniques in areas of academic skills, such as, writing guidance, and in areas of daily life activities, such as, eating guidance. Physical guidance may be used within any activity where a student needs assistance, in order for the student to succeed and learn to his/her full potential.

Physical guidance may be used to direct or redirect a student to or from an activity, person or situation by means of the techniques of escape/evasion. For example, a teacher may use physical guidance to release a student from pulling hair or biting. Other techniques may include escorts, which consists of either one or two staff to re-direct a student to or from a situation. Escorts may be used to re-direct a student from a potentially dangerous situation. Such escorts are not considered to be restraints, as described under physical guidance. Further, staff are taught specifically how to guide and re-direct students who are exhibiting aggressive behaviors, such as, hitting, or to de-escalate agitated, disruptive and destructive behavior by means of seated support guidance, blocking and assisted stand guidance.

As part of the physical guidance learning process, staff are educated/trained to give clear directions during the physical guidance procedures, and to process the situation with all students. Follow-up procedures include daily student communication logs, daily division meetings, daily reports to the Division Director or Residential Director, weekly reports to Program Committee, bimonthly reports to Child Safety Committee, and Prediction Proaction and Prevention planning, known as the 3P plan, the term used for a behavior plan.

F. **Non Abusive Psychological Physical Intervention (N.A.P.P.I.)**

The Boston Higashi School has implemented the use of the N.A.P.P.I. (Non Abusive Psychological Physical Intervention) program. The N.A.P.P.I. principles complement and reflect the same underlying philosophy and methodology of Daily Life Therapy®, our methodology. The goals of this program are to ensure that all staff feel emotionally secure in making good decisions, for staff to feel recreationally/academically secure in having the knowledge to apply the principles, and to feel physically secure and free from injuries to themselves or their students. It is equally important to ensure that when a restraint is applied, due a dangerous situation, the student is safe and well cared for. In order to meet these goals the Boston Higashi School has qualified N.A.P.P.I. instructors in the school and we work closely with the N.A.P.P.I. organization on a year-to-year basis.
In extreme cases, which are potentially life-threatening and when a student is exhibiting dangerous behaviors, the staff are trained in the N.A.P.P.I. principles to ensure that a safe and effective physical restraint be carried out. Only in extreme cases, defined as a life-threatening or dangerous situation, will restraints be applied.

A restraint as defined by the Massachusetts Department of Early Education and Care–Residential and Placement Unit (MDEEC Residential and Placement Unit), is the use of any physical, mechanical or chemical means to temporarily control behavior. Physical restraint is defined by the Residential and Placement Unit as a technique involving the use of holding as a means of restricting a student’s freedom of movement. The Boston Higashi School will use a safe physical restraint using the N.A.P.P.I. program if a student is in a life-threatening or dangerous situation. The Boston Higashi School does not use any mechanical or chemical restraints, including seclusion rooms. As previously stated, the N.A.P.P.I. principles reflect the underlying philosophy of Daily Life Therapy®, where Predication, Proaction and Prevention continues to be practiced.

The Massachusetts Department of Elementary & Secondary Education (“ESE”) requires Massachusetts Public or Private Day and Residential Special Education School Programs under regulations 603 CMR 46.00 to annually present parents the opportunity to view and sign consent on the school’s physical restraint policy and procedures. Annual consent forms are sent to parents each year.

G. Reward in Daily Life Therapy®

“Natural” reward is used in Daily Life Therapy® to encourage further achievement from students, and is not the same as a material reinforcement. There is no basic procedure or time for giving rewards. Each individual child is considered unique and any reward such as verbal praise naturally develops from the bond and relationship between teacher and student. In addition to verbal praise, recognition of the student’s effort and hard work, a reward may be a favorite activity. Rewards, however, are always used for educational purposes, in accordance with the philosophy of Daily Life Therapy®.

Contingency reinforcement or operant conditioning is not used in Daily Life Therapy®. The reward is part of the child’s natural environment and not simply a linear function of antecedent behavior of consequence. The reward, as part of the natural environment, provides a means for recognizing the child’s effort and developing the child’s pride and confidence. Consequently, reward is used to positively impact the child’s perception of himself, and can be usefully applied to helping a child gain the confidence needed for social relationships. This process differs considerably from rewarding a child in order to prompt a desired behavior, which will only be maintained if the reward is quickly and consistently provided. Rewards through Daily Life Therapy® are part of an educational approach which teaches children to gain confidence for other educational and social pursuits. The social praise or “natural rewards” that children experience promotes growth in the child’s self-esteem, confidence and clarity of appropriate behavior rather than increasing a particular behavior.

H. Standards and Policies of the School

The Child Safety Committee has the primary function of ensuring that behavior management techniques are conducted in accordance with approved policy. The Child Safety Committee meets regularly to review interventions, updates, current practices and proposed changes to ensure the rights and safety of students.

The Child Safety Committee, in response to official inquiries about Behavior Management in Daily

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Life Therapy®, reiterates that the methodology is proactive, not reactive. It is centered on predicting and preventing behavioral outbursts, and utilizes relaxation techniques, including basic body postures and an environment of normality to encourage calmness and communication. **In the event that a student must briefly be separated from the group, the separation will be implemented as a means for the child to regain control, and not as a means of punishment or time-out.**

1. **Specific Policies**
   1. **Reliance on Positive Approach**
      The Boston Higashi School believes in behavior management programs that are:
      a. Applied in a humane and caring manner with the ultimate goal of growth and habitation.
      b. Intended to enhance opportunities for self-determination and social independence based upon the individual’s unique potential and characteristics.
      c. Effective in developing the student’s competence to cope with the environment and in fostering complex behaviors.
      d. Able to redirect or divert the child’s attention through focusing on other activities.

2. **Prohibition of Aversive Approaches**
   The Boston Higashi School **prohibits** the use of aversive techniques including the following:
   a. Time-out or seclusion of a student that would involve isolation from physical contact or direct observation from staff or that would imply punishment or an aversive technique (if separation does take place it will be as described under Behavioral Practices).
   b. Withholding of essential nutrition and hydration
   c. Undue physical exercises; (physical exercise used as an aversive or punishment and not as part of the physical education curriculum);
   d. Subjecting the student to verbal abuse, ridicule or humiliation;
   e. Denial of sufficient sleep;
   f. Denial of program services;
   g. Denial of visitation or communication privileges with family;
   h. Excessive withholding of emotional response or stimulation;
   i. Chemical, mechanical or excessive physical restraint;
   j. Assignment of unduly physical, strenuous or harsh work;
   k. Any technique which results in signs of physical or psychological pain, humiliation or discomfort experienced by the child;
   l. Any type of hitting inflicted on the body.

2. **Procedural Changes**
   The Boston Higashi School shall inform parents, or other persons with custody of the child, of any significant changes in the behavioral management procedures.
**KIMOCHI-ZUKURI** (literally to prepare one’s mind)

Definitions:

1. To prepare the student for an activity or task by removing anxiety or fear.
2. To prepare the student for an activity or task by teaching in a stepwise manner.
3. To prepare the student for an activity or task through repetitious practice.

Common Practices: (1 & 2):

1. The teacher will describe the schedule of the day or changes in schedule so the students will be able to predict their activities, develop expectations, and be prepared.

2. The teacher will anticipate anxiety provoking situations, and then re-enact those situations or tasks in order to help the student become familiar and comfortable with the activity.

Examples:

Preparation for a new environment and activity: If a child exhibits difficulty paying attention or adjusting to being in the gym or the cafeteria, the teacher will take him/her to the location multiple times to practice or simulate in class a similar situation in order to guide the student to become familiar and comfortable with the environment and accustomed to the teacher’s expectations. The activity will be practiced in a stepwise and repetitious manner to promote learning and interest. This will also desensitize them to the activity thus lowering their anxiety.

Preparation for the stage performance: The teacher will familiarize the student with a performance by showing the student materials from the performance, such as a musical instrument or costume, that are used in the activity. Using a concrete “cue” the student will become more aware that “there will be practice for the stage performance”.

Common Practices (3 & 4):

3. The teacher will have his/her students play or diffuse their energy to become refreshed and to become emotionally stabilized.

4. When the student exhibits some difficulties in dealing with specific situations or routines the teacher will encourage the student to practice in the situation or the routine in order to become more comfortable and less anxious.

Example:

The teachers will review the Boston Higashi School exercises and basic body positions in their individual classroom prior to performing activities in the large group assembly.
BULLYING PREVENTION AND INTERVENTION PLAN
(Revised 11.20.2014)

The Boston Higashi School is committed to creating and preserving a school climate that promotes safety, civil communication, and respect for differences. The BHS Plan is written in accordance with Massachusetts’ law required under M.G.L. c. 71, § 37O.

The entire BHS Plan can be found on the school website at: www.bostonhigashi.org. The Department of Elementary and Secondary Education (ESE) requires annual notification to parents in the following areas: Reporting Procedures, Curriculum, Parent Education and the Incident Reporting Form. To support efforts to respond promptly and effectively to bullying and retaliation, the BHS has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. The following procedures that are included in this Plan are based on the requirements of M.G.L. c. 71, § 37O.

A. Reporting bullying or retaliation
Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A BHS school staff member is required to report immediately to the Principal or designee (Day Program-Director of Special Education Residential Program-Residential Director) any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members may be made anonymously. The BHS will use its Incident Reporting Tracking System to receive and process any reports of bullying or retaliation. However, the use of an Incident Reporting Form is not required as a condition of making a report.

At the beginning of each school year the BHS will provide the school community including administrators, staff, students, and parents or guardians, with written notice of its policy for reporting acts of bullying and retaliation. The BHS will include a copy of the Incident Reporting Form in the beginning of each year’s information packets for students and parents/guardians. The form will also be available in the education office and posted on the school’s website. A description of the reporting procedures and resources, including the name and contact information of the Principal will be incorporated into the Personnel Policy Handbook, Daily Life Therapy® Guidelines Book and on the school website.

1. Reporting by Staff
A staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others
The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee. Any student that knowingly makes a false accusation of bullying/retaliation will be subject to possible disciplinary action in accordance with the provisions outlined in the school’s Daily Life Therapy® Guidelines Book.
B. **Responding to a report of bullying or retaliation**

1. **Safety**

   Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

   The Boston Higashi School’s Principal or designee will work with a student’s IEP TEAM to address the range of disciplinary actions that may be taken against an aggressor for bullying or retaliation. Disciplinary actions for students will be addressed on an individual basis, specifically addressing and determining the nature and cause of the bullying behavior, such as, if it’s a manifestation of a student’s disability. As part of the process, the Boston Higashi School will immediately put in safeguards to eliminate the bullying behavior, such as adding additional supervision, reducing contact between aggressor and victim and/or implementing schedule changes.

   For the school’s policy on discipline please refer to the school’s Daily Life Therapy® Guidelines Book.

2. **Obligations to Notify Others**

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

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

   c. **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

   In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. **Investigation**

   The Director of Quality Assurance will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
During the investigation the Director of Quality Assurance will interview students, staff, witnesses, parents or guardians, and others as needed. The Director will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result indisciplinary action.

As in all school investigations the Director of Quality Assurance will at times use members from the BHS Child Safety Committee to assist with the investigation (Investigation Team). To the extent practicable, confidentiality will be maintained during the investigative process. The Director will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation are consistent with the established and approved BHS policies and procedures for investigations. If necessary, the BHS will consult with legal counsel about the investigation.

D. Determinations

The BHS Investigation Team will make a determination based upon all of the facts and circumstances. At the conclusion of the investigation if bullying or retaliation is substantiated, the Investigation Team will make recommendations to the Principal/CEO and take reasonable steps calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Investigation Team, along with the Principal/CEO will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action are necessary.

Depending upon the circumstances, the Principal may choose to consult with the students’ teacher(s) and/or the BHS Director of Clinical Services, and the target’s or aggressor’s parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation such as developing a safety plan, additional staff supervision or by providing a social skills group. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target’s parent or guardian about the disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations. The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

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

- offering individualized skill-building sessions based on the school’s anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with the BHS Clinical Department and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
2. **Taking Disciplinary Action**

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s range of disciplinary practices in accordance with policies and procedures in the Daily Life Therapy® Guidelines Book.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. **Promoting Safety for the Target and Others**

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target’s sense of safety and that of others as well. As part of the schools standard operating procedures, all BHS students are directly supervised by school/residential staff at all times.

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

**CURRICULUM**

The Boston Higashi School is committed to providing a safe learning environment to all our day and residential students. To ensure that all students learn in a safe school environment, the Boston Higashi School has adopted new curriculum programs with a focus on violence prevention and anti-bullying. The curriculum programs that the Boston Higashi School has adopted are Second Step: A Violence Prevention Curriculum and MARC Curriculum: Bullying and Cyber bullying Prevention. Both curriculums are modified in accordance with each student’s learning style, method of communication and student specific accommodations, as stated on the Individualized Education Program.

**COLLABORATION WITH FAMILIES**

The Boston Higashi School will engage and collaborate with students’ families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the BHS including: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan.

A. **Parent education and resources.** The BHS will offer the following educational program for parents and guardians that are focused on the anti-bullying curricula during the regularly scheduled BHS Parents Collaboration Meetings. This parent education program will be presented during these meetings.
PARENT EDUCATION PROGRAM

As part of the Boston Higashi School’s Anti-Bullying Program, this Parent Education Program is designed to facilitate the open lines of communication and reciprocal flow of information between home and school that are essential to mutual understanding and a successful program for students. By letting parents know what we are doing and how we are doing it, and inviting them to join us in our efforts, we create an effective process, open to on-going revision that remains responsive to the needs of our total community.

The following description provides a brief outline of the program.

• **Introduction to BHS Policy**: The Introduction will provide an overview of the structure of responsibility for oversight of BHS Policy for Anti-Bullying, including the administrative structure, the personnel involved, the way the needs of students and the resources available have been assessed and the Plan developed to date as well as planned for in the future.
• **Definitions**: The various common terms used in the discussions will be defined, and the scope of the discussion will be presented. Included in the discussion are the areas of physical, emotional, and verbal bullying as well as cyber-bullying using both the Internet and cell phones.
• **Curriculum**: This will include some history/review of the selection criteria for the curriculum, based on the characteristics of our school population and their perceived needs and how the available curriculums on the market can best be used/modified with our students. Some examples will be shown throughout the age span.
• **Staff Training**: Staff training is a key component of the anti-bullying partnership. From the natural aspects of Daily Life Therapy® to the specific language and components of the Anti-Bullying Program, the ways in which staff training contributes to student safety and freedom from bullying will be discussed.
• **Resources to be Accessed**: A list of additional educational and community resources for interested parents to access will be included, such as agencies, books, programs, and web-based resources.

NOTIFICATION REQUIREMENTS

Each year the Boston Higashi School will notify parents/guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, the special characteristics of our student population that renders them vulnerable to bullying, the proactive characteristic of the BHS program to prevent bullying as well as cyber-bullying and online safety. The BHS will send parents a written notice each year about the student-related sections of the Plan and the school’s internet safety policy. This required information will be published in the BHS Daily Life Therapy® Guidelines Book that each parent receives at the beginning of every school year. The information will also be posted on the BHS website and will be available in the language(s) most prevalent among parents or guardians.

PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement will be published in the school’s Daily Life Therapy® Guidelines Book each school year. All parents receive a copy of this Guidelines book annually. It will also be published on the BHS Personnel Policy Handbook for all staff and put on the BHS Website.

The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law’s requirements for the prohibition of bullying.

Acts of bullying, which include cyber bullying, are prohibited:

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

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

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

PROBLEM RESOLUTION SYSTEM
Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v):
The Plan shall inform parents or guardians of the target about the Department’s problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent’s office.

Massachusetts Law Prohibiting the Practice of Hazing
Every year the Boston Higashi School must certify to the Department of Elementary and Secondary Education on or before October 1, that the school has met the requirements of the anti-hazing law. Even though the BHS does not participate in any organized sports with other teams, and organizations that are part of or are recognized by the school, we are still required to comply with the law and this regulation

Under Massachusetts General Laws Chapter 269, Sections 17-19 and 603 CMR 33.00, all secondary schools, both public and private, must:

Adopt anti-hazing policies as part of their disciplinary policies, and distribute copies of the anti-hazing law to all students enrolled full-time; to all student groups, teams, and organizations that are part of or are recognized by the school, or are permitted by the school to use its name and facilities; and to all known unaffiliated student groups, teams, or organizations.

The Department of Elementary and Secondary Education requires that all parents receive a copy of the school’s anti-hazing policy.

Boston Higashi School’s Anti-Hazing Disciplinary Policy
The Boston Higashi School (BHS) will operate in full compliance with the Commonwealth of Massachusetts Anti-Hazing Law Chapter 269 Sections 17-19 and 603 CMR 33.00 in its efforts to promote and support a safe school environment for all students.

The Boston Higashi School will fully investigate any allegation, complaint, or concern regarding this law. Any violation may result in disciplinary action up to and including termination if the school determines that an employee has failed to meet the school’s standards of conduct outlined on pages 7-10 in the BHS Personnel Policy Handbook.

Please contact Ron Lauri, Director of Quality Assurance at 781-961-0800 at extension 116 if you need additional information about the anti-hazing law and regulations.
SERVICES AVAILABLE

“The all-important aim of school education is to guide each individual child to attain their maximum development. No less important is how education activities for the whole school are planned, how the plans are put into practice daily and how these activities are used to foster the growth and development of each individual child.”

~ Dr. Kiyo Kitahara

The Boston Higashi School, utilizing the methodology of Daily Life Therapy® (Seikatsu Ryouhou), delivers all of its educational services to students in a holistic group-dynamic program. Daily Life Therapy® provides a unifying set of principles by which all aspects of a student’s education can be guided so that the whole child is learning and developing to his/her potential. According to Dr. Kitahara, Daily Life Therapy® is a “systematized program of guidance” taking into account each child’s individual needs; a program that enhances learning by having students learn through the real and meaningful experiences of daily living activities and community experiences within a normalized classroom setting. Daily Life Therapy® demands “an appropriate education following a consistent policy within a controlled environment.”

The major tenets of Daily Life Therapy® include the use of vigorous physical exercise to reduce anxiety and increase concentration, the establishment of stability of one’s emotions through a predictable, manageable, loving environment and intellectual stimulation encouraging the natural motivators for learning of interest, praise, mastery, and pride. Group education aims for the development of the individuality of each child within the group, helping the child grow through becoming self-reliant.

At the Boston Higashi School, our students are children first and foremost, and then children who have Autism Spectrum Disorders. Thus, they are not defined by their autism. The education they receive and their opportunities to have a fulfilling and productive life are not limited because of their autism. Daily Life Therapy® is defined by mission and responsibility to develop and educate the whole child.

The Boston Higashi School, utilizing Daily Life Therapy®, offers an integrated service delivery model to address the developmental needs of its students. This means in practice that specialized services for students to meet deficits in various developmental domains are integrated and addressed throughout the entire day rather than offered on a 1:1 or “pull out” basis. The advantage of the Boston Higashi School model is that these services are provided on a full-time, in-context basis throughout the entire day so that learning is continuously reinforced and practiced.

Moreover, therapeutic services are delivered in an educational model. The goal is not remediation of deficits but new learning appropriate to developmental level. The teaching style and the subject matter address these areas in functional meaningful contexts rather than as “exercises” to be practiced. For example, a child does not get “vestibular stimulation” in a “therapy swing” but learns to swing and pump in and out on a playground swing with peers as models and motivators. Children get proprioceptive and vestibular feedback (for example: about the spatial orientation of their bodies, the rate and timing of movements, the amount of force their muscles are exerting, how much and how fast a muscle is being stretched, their postural tone and equilibrium, and the stabilization of their eyes (focusing) in space during head movement) by learning to bounce on a bouncing ball, jog, ride a bike and to roller blade.

Classrooms are arranged in order to foster natural social interactions with peers, taking advantage of a group milieu approach to learning. Pragmatic skills such as body positioning, eliciting attention, and turn taking are thus naturally addressed. Speech and language skills are enhanced as a functional aspect of each of these activities within the group context. Behavior management is also an integral aspect of all activities and is approached in a uniquely proactive way through the use of bonding, group dynamics, basic postures and the
3Ps of Prediction, Proaction, and Prevention. Gross motor movements during vigorous exercise and the simultaneous sensory processing of kinesthetic and other bodily/sensory information assist in the social and emotional self-regulation of behavior.

Similarly, motor skills are delivered and sensory sensitivities are addressed during meals and dressing/undressing as well as in art, writing, computers, PE, music, play and leisure activities; sensory integration is promoted through daily activities of play, art, P.E. and music as well as in activities such as stage performances where children wear costumes, experience stage lighting, and perform music and athletic events in front of clapping and cheering audiences.

Other services which are specifically provided in the integrated and meaningful context of daily educational activities are detailed below.

**Individualized Education Program**

The Boston Higashi School provides educational services under IDEA following the guidelines of the Massachusetts Curriculum Frameworks as determined for each student by the Individualized Education Program (IEP) process which are then included in the IEP document. The Director of Special Education certifies that the Boston Higashi School is able to provide the services stated in the IEP.

**Academics**

Dr. Kiyo Kitahara’s teaching methodology provides students with systematic education to achieve social independence and dignity through their overall cognitive and intellectual development by providing a broad range of activities and experiences. Students are taught academics in an applied and functional way. The term “applied academics” means that within each curricular topic the teacher skillfully employs those portions of the Massachusetts Curriculum Frameworks that have meaningfulness (immediate relevance) for each individual student while maintaining grade/age level appropriateness. Academics are taught through monthly thematic units that utilize experiential learning activities. The strengths of each student’s learning style are utilized to enhance access to the materials presented in a multi-sensory format. In addition to promoting enhancement of knowledge through academics, the classroom setting allows students to practice essential life skills. These include development of proper body mechanics, promoting attention and listening skills and building fine motor skills. During academic lessons, as well as learning content, functional communication skills are also targeted through the expansion of vocabulary and concepts related to the monthly thematic units. Additionally, during all lessons and on many occasions throughout class, students are encouraged to communicate with staff and each other by greeting, commenting, responding, requesting, protesting, and using humor among other communication intentions created or occurring naturally.

**Physical Education**

Physical Education is the cornerstone of Daily Life Therapy®. Exercise underlies the establishment of an appropriate rhythm of life in eating, sleeping, and being alert and motivated to learn. It is the foundation for discharging excess energy while enhancing directed energy and stamina, developing focus and concentration, feeling a calm and relaxed sense of well-being, and enabling participation in group activities. It underlies the development of an integrated sense of self and a feeling of competence and mastery leading to pride and self-confidence. The Physical Education curriculum incorporates a comprehensive developmental approach, which addresses the students’ needs to gain strength, agility, balance, coordination, endurance, flexibility and body awareness. Through developmentally appropriate activities and equipment, students develop gross motor skills which are essential for daily movement activities such as walking, running, climbing and jumping as they learn to acclimate to the stimulating world around them. A secondary benefit of the Physical Education curriculum is the opportunity for students to develop their fine motor skills, as activities and equipment promote the use of bilateral coordination, grip strength and force modulation. Using a Total Communication approach, students have the opportunity during group PE activities to make
requests, give peers compliments, make comments, show enthusiasm (cheer), and later describe their experiences. PE also gives students the social opportunity to adjust to various size groups, learn to play appropriately and to have fun.

**Art Education**
Learning art activities encourages children to express their feelings, thoughts and knowledge in non-verbal ways as well as to gain an appreciation and understanding of the beauty of art and the world around them. The process of creating by oneself leads to awareness of the creations of others, generalizing to heightened sensitivity to one’s spatial orientation and place. In addition, art promotes neuro-motor planning and organization, concentration and joint attention, sensory integration, and cognitive development. Through varied curricular activities fine motor skills are attained, sensory defensiveness is overcome while tactile, visual and perceptual sensations are experienced, and attention to part/whole relations are developed. Many cognitive skills ranging from perceptual matching and discrimination to imitation and copying and personal characteristics from persistence and care to making choices and decisions for oneself are gained through art education.

**Music Education**
Music is motivating. As students develop an appreciation of music, they learn experientially about harmony, rhythm, and creating something beautiful with others. Music education in Daily Life Therapy® focuses on singing, instrument play, movement to a beat, and music enjoyment. The curriculum is geared toward development of the child in a number of key areas. Through singing and instrument play students develop and demonstrate breath control and improved awareness of their oral motor skills. These skills, along with repetitious practice of motor planning movements, are all components that contributes to the development of speech and language.

Through instrument exploration and rhythm activities the students improve their fine motor coordination and dexterity, bilateral coordination and visual motor integration. Students participate in music that encourages whole body movements such as dancing, marching, jumping and clapping, in order to diffuse energy in a constructive fashion, while providing proprioceptive input to the bones, muscles and joints to promote body awareness, motor learning, coordination and balance. Many of these activities (such as the drawing songs) provide opportunities to practice coordinating the executive functions (listening, following directions, organizing) with fine motor activities. Students learn to enjoy and understand music in their daily lives while enhancing their overall ability to communicate with others and participate cooperatively in an enjoyable group experience. In addition, they learn to overcome auditory hypersensitivity and defensiveness. Individually, they learn to be musically creative and develop another avenue for self-expression and pride. Music has been shown to awaken the entire brain and stimulate all areas of learning.

**Technology**
Most children understand that computers play games, computers play videos and, in general, computers are fun. When a teacher is able to build upon this motivating activity, computers become tools to enhance learning. The three main goals of computer education at Boston Higashi School are:

1. To support academics
2. To develop functional computer skills
3. To expand leisure activities.

Social skills, communication and vocational skills are also addressed via numerous computer activities. A variety of educational programs are used to challenge students at their own levels in alignment with their individual IEP goals and objectives. The selected programs develop academic skills across a range of abilities from readiness to advanced, such as matching, categorizing, completing puzzles, identifying pictures/letters/numbers, learning phonics and sight words, improving spelling, increasing vocabulary, understanding concepts and researching topics of interest using the Internet. Simultaneously, students practice fine motor skills, developing isolative finger movements, bilateral coordination, grasp, in hand...
manipulation and motor movements for using the mouse and keyboarding. They also learn to navigate various programs, switch between programs and work on word processing. They learn to handle the computers carefully and responsibly and are encouraged to generalize their computer skills to their home environments and the residence. Computer tablets, iPods, iPads and Interactive Smart-boards are also used throughout the entire educational curriculum. As advances are made in new technology and software, they are integrated into the program for our students as deemed appropriate.

Daily Living Skills

Basic to the establishment of individual independence and dignity, is the development of skills to meet one’s own self-care needs. The foundation for this is the regulation of the basic biological rhythms of life for eating, sleeping, activity, and work. Under what Dr. Kitahara called “initial stage guidance”, these patterns are taught to all students to enable them to participate in all of the various opportunities and experiences of school and life. Learning independence in each area of self-regulation and self-care creates mastery and a sense of self pride that encourages children in all of their other learning. Thus, the teaching of daily living skills in a systematic and developmental way is a fundamental aspect of the curriculum of the Boston Higashi School.

Social Education

Play is “the bridge to social development” according to Dr. Kitahara and as such reflects and expresses the child’s experiences. Autism limits a child’s engagement with others and therefore opportunities for experience, but learning to play is a way that experiences can be created to entice the child into connectedness. The Play and Leisure curriculum of Daily Life Therapy® is developmental, recognizing that learning play skills in a natural sequence builds a strong foundation for social relationships. Play is fun and contributes to feeling happy, successful, and self-confident. Playing helps children explore the sensory world, discharge energy, develop problem solving skills, enhance fine motor and gross motor abilities, learn social and emotional roles, express one’s feelings, and be creative. Through the use of toys, games, and recreation, the components of the play and leisure program gives students opportunities to expand their interests, to join others for participation and socialization, to develop functional capabilities and basic concepts about the world, and to develop one’s imagination and communication as well as learn attending and problem-solving skills that form a foundation for learning.

Clinical Services

Clinical Services are offered in a consultative collaborative model utilizing licensed specialists in their fields including a speech and language pathologist, a clinical psychologist, occupational therapists and a physical therapist. Having this broad array of service providers available to consult about the individual needs of students as well as programmatic enhancements, contributes to the holistic and integrated service delivery model as well as expanding our understanding of the strong theoretical foundations of the relationship between Autism Spectrum Disorders and Daily Life Therapy®.

Employment Education

The goal of employment education is for the students to secure supported and competitive employment positions that both challenge the student and meet the needs of the employer. Students are taught skills in areas such as clerical, custodial and food service both within the school and at community work sites. Various social language skills such as greeting coworkers, opening conversations, maintaining conversations, and closing topics are also taught in natural contexts. As they gain job skills and knowledge, students move from in-school work to obtain paid employment in community settings. Not only do the students learn the skills to do a job but also the skills necessary to be active and productive members of the community. As a corollary of these work experiences, students learn banking and money management skills as part of this program.
Emergence Division
This division is an extension of the High School Division with a focus on the necessary intensive educational and employment outcome goals for Young Adult students who are 19–22. Employment requirements for this division will mirror those expected after graduation (20-30 hours/week). Community Connected Academics will provide students with intensive and relevant on-site based learning in the community. The frameworks that are taught to these students is that of a 24-hour lifestyle incorporating academics, hobbies, domestic activities, exercise, employment, and community participation. The social and communication practices are taught in a way to allow them to be generalized post graduation.

Levels of Programming
217-Days Day Program, 304-Days and 365-Days Residential Program
Boston Higashi School received approval from Massachusetts Department of Elementary and Secondary Education for a 365-day Residential Program, which operates in addition to the existing approved 304 day Residential Program. Our goal is to work with families and assist our students to generalize skills beyond the Boston Higashi School campus. In order to help students maintain structure and routines, the school also offers vacation program during each school vacations. This vacation program is approved by Randolph Public Health and run by BHS staff.

The level of programming is determined by the student’s IEP Team pursuant to Federal and State guidelines. The Boston Higashi School collaborates with school districts to ensure that efforts prioritizing the Least Restrictive Environment requirements of IDEA have been employed. The student’s IEP team may afford due diligence to examination of weekend reports, audit of parent training participation, home visits by LEA and/or BHS, and Functional Behavior Assessment or other evaluations as determined by consensus of team.

Tier 1 – Day Program, 217 Days
Students may also participate in our vacation day programming at parent discretion and funding, or IEP recommendation with district funding. Parents must submit the forms sent out for each vacation session. A student may attend the full session or for designated days.

Tier 2 – Residential Program, 304 Days
The purpose of the Boston Higashi School Residential Program is one of education, teaching daily living, community, and social skills to Higashi students through the utilization and adoption of the pedagogical techniques of Daily Life Therapy®. The residential program curriculum complements and reinforces that of the day program, allowing generalization of learning to this supportive, homelike yet highly structured environment. Students may also participate in our vacation day programming at parents discretion and funding, or IEP recommendation with district funding. Parents must submit the forms sent out for each vacation session. A student may attend the full session or for designated days.

Tier 3 – Residential Program, 365 Days Extended School Year
The IEP team has determined that substantial regression and problems with recoupment will occur in the absence of the structured environment of Daily Life Therapy® implemented by Boston Higashi School staff with fidelity and integrity. Parents are not required to fill out vacation session forms.

Parents Collaboration Programs
We offer many types of parent training options with topics developed through the Program Committee, often suggested by staff or parents to address the home/school partnership. In collaboration with parents we continually review and develop new ideas.

A variety of parent-staff trainings and interactive programs are utilized to enhance general learning about the Boston Higashi School, and Daily Life Therapy®, Autism Spectrum Disorders and other various issues of interest pertaining to our students and their families.
These programs are conducted in a variety of formats including panel presentations forums, workshops, study meetings and specific goal-focused training sessions, interactive materials-making meetings, participatory events and school festivals and celebrations.

Every student and family is different in the amount of structure and support required. The Boston Higashi School offers individual observations and hands-on training, on-going focus group meetings to explore and develop in depth understanding about specific areas of interest, and home visits. With our Parents Association, we have coordinated joint events. We also offer activities for siblings that support family cohesion and functioning.

**Respite**
Respite services are not directly provided by the Boston Higashi School. The Boston Higashi School coordinates with other agencies or enlists the support of the Boston Higashi School staff on a voluntary basis. Funding is provided by other state agencies or by parents. Boston Higashi School does not fund respite.

**Educational Emergency**
Emergency services may be requested by the parents while Boston Higashi School is in session by contacting the day school or residence as indicated in this book.

**Inclusion**
Students have many opportunities for inclusion activities with peers with typical development in either academic or community settings depending upon their needs and schedules. Older students have reverse mainstreaming or may join integrated clubs such as drama, lunch or sports clubs where students from neighboring schools come to our campus. In addition, individual students may attend classes at local cooperating schools or their home school for selected periods as appropriate to meet their individual needs. Students in the Emergence Division hold community jobs, working alongside typical peers and access community facilities in many other areas such as health clubs, stores, banks, and the library. Residential students, and all students in the summer, take frequent trips into the community to enjoy recreation and to interact with others in enjoying all of the facilities available to the public. The goal of social education is to provide many opportunities for natural inclusion for students to learn the social skills needed for self-regulation so as to enjoy themselves in lifelong inclusion.

**Transition**
Transition support is developed and outlined through the IEP and transition planning process. The transition plan will be implemented by all designated team members as per the guidelines developed in the transition meeting. The detailed planning process will ensure a collaborative and effective transition for the students.
EDUCATIONAL CURRICULUM

APPLIED ACADEMICS

“From its very beginnings the school has striven to provide its own unique education along with a place for a life of study adapted to the needs of the child...... The result of this effort is that the children without exception find school enjoyable and are full of life and vigor.”

~ Dr. Kiyo Kitahara

Curriculum

The Boston Higashi School provides a broad and balanced educational curriculum combining the holistic approach of the philosophy of Daily Life Therapy® and the Common Core Standards (CCS). Dr. Kiyo Kitahara’s teaching methodology provides children with systematic education through the development of their physical, emotional and intellectual being. The Daily Life Therapy® teaching methodology promotes the students interests by providing a variety of curricular activities and life experiences. The educational curriculum addresses the major development areas and academic content areas from the CCS, which includes English Language Arts, Mathematics, Science and Technology/Engineering and History and Social Studies. Academic content is applied by means in which topics from the educational curriculum are taught with an emphasis placed on bringing greater meaning to the everyday lives of individual students. The curriculum content areas are divided into skill sequences that move a student through the educational curriculum when appropriate and at each student’s skill level. Educational instruction is organized to facilitate learning through thematic units, which rest upon a foundation of instructional methods that address problem solving techniques, literacy strategies and the development of resources for sharing and communicating knowledge and ideas.

Literacy Across the Curriculum

Literacy is incorporated and seen throughout all content areas within the curriculum at the Boston Higashi School. It is a thread that ties together reading, writing, listening, and communicating (speech or non-verbal means) within the curriculum areas of English/language arts, math, science, social studies, as well as music, art, and physical education. Methods to support literacy development are used by all teachers, as it is part of a student’s intellectual development under the tenants of Daily Life Therapy®. There is a continuum of literacy development within core activities that support student’s individual development along that continuum.

A starting point for literacy instruction for many students at the Boston Higashi School is developing their understanding about print including concepts about print, how books work, writing, letter recognition, and listening to books. Throughout all instruction students are encouraged to communicate concepts, content, and their overall knowledge base by means of a personal communication system, communication voice output device or by other communication means that meet a student’s individual needs.

Comprehension instruction is the ultimate goal of literacy instruction in all areas. The goal of literacy instruction is that students will be able to comprehend a variety of texts at their level to demonstrate knowledge and understanding in a manner that is best for them. Comprehension instruction at the Boston Higashi School utilizes appropriately leveled books and teacher made materials across topics and grade levels. Each unit of study, whether it is science or social studies or current events, has several books to support comprehension in that area. Instruction varies according to students’ developmental level.

For example, some instruction focuses on concepts of print and identifying the repeated line in a text
and moves to more complex levels of comprehension for other students including answering questions, sequencing events, and making inferences. Common comprehension strategies are built into all areas of the curriculum. Students are also encouraged to demonstrate comprehension and respond to their reading through writing.

*Word Instruction* is a key component of literacy instruction. Word instruction encompasses skills in the areas of: letter identification, automatic word recognition, phonics, spelling, and phonemic awareness. The Boston Higashi School uses a Word Wall strategy for word recognition. Word Walls are in most classrooms. Teachers place words on the Word Wall to support students in recognition of letters and words within a variety of multi-modal activities. Other methods of direct instruction support word identification skills. These include making words, sorting words based on phonetic patterns, using letters to make words, and spelling instruction.

*Writing instruction* takes several forms: free writing, prompted writing, and writing in response to a particular topic or book. Classrooms utilize a Please Sign In strategy to support and engage all students in writing each day. This strategy is multi-level in that students who are learning to write their own name can participate along with students who can respond to questions when they sign in. Technology is utilized to support writing when appropriate at a student’s individualized level in the classroom and/or during computer lessons.

Every day students are encouraged to engage in independent self-selected reading. This component of the curriculum gives students an opportunity to independently interact with a text of their choice. A range of texts and topics are available, including books that support all areas of the curriculum. For some students who find this activity a challenge, teachers will engage students in teacher read aloud or shared reading. Books on tape and CD are also available and used at this time.

*Reading instruction* as a whole is incorporated into the educational curriculum. Reading instruction is modified and individualized in order to reach all the learning styles and literacy needs of each student. The literacy instruction program incorporates the foundation and features of effective reading instruction by means of three main areas: Reading Assessment, Literacy Instruction and the use of Augmentative and Assistive Communication (AAC) devices for literacy support and instruction. Core elements of literacy instruction include, but are not limited to, word identification, reading comprehension, independence with books/concepts about print and writing.

Areas within the educational curriculum are designed to meet the individualized learning styles and needs of all students as developed on each student’s Individualized Education Program (IEP).

**Early Childhood**

Initial Guidance is the main focus in Early Childhood in order for students to increase participation in a variety of family, school and community activities. The basic categories consist of; eating, dressing, toileting, showering and sleeping/ exercising. Equally important is the development of the students’ communication abilities. The categories of communication skills consist of; gaining attention, requesting basic needs, asking for help, rejecting, following directions, answering yes/no questions, and greetings. (See “Language and Communication” of this book for a more detailed explanation). In addition to these areas of instruction “Play” and “School Work” are taught. Dr. Kitahara stated that “Play for a child is not just something it does, but it is life itself.” The sequence of play development includes; building interest, imitating play, independent play, parallel play, cooperative play and lastly creative play. The teacher provides an environment to stimulate play in the form of play centers and engaging activities.
Although play is a difficult area of learning for most children who have autism it is rich in opportunities for social development. “School Work” involves teaching readiness skills for the Primary Elementary Curriculum. Readiness skills include attending skills, listening skills, and demonstrating an interest for learning. The curriculum also provides children with instruction for the development of pre-academic skills, which include literacy, such as reading listening skills, concepts about print and writing, as well as exposure to basic concepts of numbers, patterns and shapes. Early Childhood also promotes an introduction to the art curriculum giving an opportunity for fine motor development as well as an introduction to the physical education curriculum with an opportunity to use bouncing balls to develop gross motor skills and an introduction to the music curriculum with enjoyment of songs and movement and learning about rhythm.

**Elementary (Kindergarten through Grade 6) & Middle School (Grades 7-9)**
The main academic focus of the elementary divisions is to engage students in a wide variety of experiences in the five curriculum areas; Language Arts, Mathematics, Science & Technology, Health, and History & Social Science. The teacher utilizes the strength of the students learning styles to promote a greater understanding of the world around them through these topics. The development of daily living skills and communication continue to be a focus in this division. The Scope and Sequence of all the curriculum areas are segmented into “Topics” and “Steps”. For example, in the Language Arts Curriculum the focus of topics incorporate literacy skills, such as word identification, reading comprehension, concepts about print and writing as denoted in the standards set forth in the *Common Core Standards*. The “Steps” are uniquely designed to provide detailed systematic learning for students with autism. A combination of the Topics and Steps are utilized to provide our students with individual experiences in our heterogeneously grouped classes. Topics are also introduced to classes to promote interest. However, a balance between introducing new topics from the *Common Core Standards* and the achievement of specific goals set out in each Individualized Education Program (IEP) is continuously maintained.

**Junior High (Grades 9–10)**
The main academic focus of the Jr. High division is to engage students in a wide variety of interrelated experiences in a thematic format that promotes independence in life skills as they approach adulthood. The thematic units center around academic, pre-vocational or community based themes. Some examples of this are culinary arts, gardening, shopping and current events. Within each theme, specific educational content is addressed, such as, literacy rich activities in reading and writing, mathematics, science, health awareness, utilizing reference materials, understanding personal information and social skills.

Students are exposed to selected age appropriate topics from the *Common Core Standards* that are intertwined into thematic units, which are deemed appropriate for their individual educational needs. Applied academics utilize the state standards to truly benefit our students’ needs with information they can use. A balance between topics from the *Common Core Standards*, prevocational skills and the achievement of specific goals set out in each Individualized Education Program is continuously addressed. The development of daily living skills and communication skills continues to be a focus in this division.

**High School (Grades 11–12+)**
The main goals of the High School division are to engage students in a wide variety of job experiences that will increase their employment opportunities after graduation (Please refer to “Employment Education” for a more detailed description) and to promote independence in life skills for the transition into a supported living arrangement. Employment opportunities in the High School Division are located primarily on campus. Students develop employment routines and are able to apply literacy and numeracy concepts specifically to job-related tasks. Functional Academic units center around employment and community-based themes that widen student interests and allow for application of functional academic skills in a meaningful context.
An example of applied academics in this division is the thematic unit on baseball as a leisure activity. There is coordination between the physical education department, which teaches students how to play the game and classroom teachers who teach students how to use literacy skills to read about the game, learn the skills of the game, and follow the game along with learning appropriate social skills necessary to attend the game. This prepares the students for a community trip to the Fenway Park to see the Red Sox play, which gives the students experience and adds to the quality of their lives within their community. A balance between topics from the Common Core Standards and the achievement of specific goals set out in each Individualized Education Program is continuously addressed. Opportunities are given to individual students who are able to benefit from more in depth study as described in the Jr. High section. The development of daily living skills and communication skills continues to be a focus in this division.

**Emergence (Young Adults)**
This division focuses on intensive educational and employment opportunities for Young Adult students. Employment requirements for this division will mirror those expected after graduation (20-30 hours/week). Community Connected Academics will provide students with intensive situational based learning in the community. These students work to develop a 24-hour lifestyle framework incorporating academics, hobbies, domestics, exercise, employment, community partnerships, with social and communication practices to be transferred post graduation.

**Human Sexuality Curriculum**
The Boston Higashi School addresses *Health and Human Sexuality* as part of the school curriculum to students in our Middle School, Junior High, High School and Emergence program. Topics for instruction include, *Understanding Body Changes, Human Sexuality: Understanding Sexuality, Relationships, The Reproductive System* and *Healthy Bodies and Healthy Lifestyle*.

Parents will receive a letter each year that will discuss the curriculum program(s), texts, and materials that will be used. The Boston Higashi School modifies and adapts the curriculum, so that all students have access to materials and content at their individual level.

*Parents may opt out of any single lesson or unit about Human Sexuality. Parents can do this by writing a note or letter to the Director of Curriculum requesting that your child not participate.*

The Boston Higashi School works, together with families, on addressing the needs of our students in understanding health and human sexuality.

**Bullying Prevention and Intervention Curriculum**
The Boston Higashi School is committed to providing a safe learning environment for all our day and residential students. To ensure that all students learn in a safe school environment, the Boston Higashi School has adopted new curriculum programs with a focus on violence prevention and anti-bullying. The curriculum programs that the Boston Higashi School has adopted are *Second Step: A Violence Prevention Curriculum* and *MARC Curriculum: Bullying and Cyberbullying Prevention*. Both curriculums are modified in accordance with each student’s learning style, method of communication and student specific accommodations, as stated on the Individualized Education Programs.

**Massachusetts Comprehensive Assessment System (MCAS)**
The Boston Higashi School ensures that all Massachusetts students participate in the MCAS state and district testing at the grade equivalent as identified on the student’s Individualized Education Program (IEP).
The Boston Higashi School recognizes the Individual with Disabilities ACT Federal law which requires “full participation of students with disabilities in state and district testing” and, in addition, “students with disabilities are provided the opportunity to participate and make progress in the general education curriculum with the emphasis on being provided the supports and services necessary to ensure success.”

The IEP TEAM determines how each student will participate in the MCAS testing. The identified student will participate in the MCAS testing on a year to year basis according to the grade level of the student. Typically, students at the Boston Higashi School participate in the MCAS-Alternate process, which tests a student’s knowledge base in content areas at each grade level according to the Common Core Standards. A collection of student work samples provides “evidence” that each student is learning, demonstrating, and generalizing learning standards in relation to the Common Core Standards. The completed portfolios are collected and submitted to the Department of Education each spring.

Prior to the Boston Higashi School’s submission of the MCAS-Alternate assessments we invite and encourage parents to view the student’s work samples and comment on the portfolio. Each year the school will hold an evening in which parents are invited to view the student’s MCAS –Alternate portfolio.

For out-of-state students we are required to follow the sending state’s requirements as they relate to state and district testing. The Boston Higashi School ensures that all requirements are met in accordance with each state and district mandates.

**Boston Higashi School Mitsubishi Corporation Library**
The Boston Higashi School’s Mitsubishi Corporation Library was opened on October 15, 2011. The school’s library is a little more than 3500 square feet, and contains over 3,000 books, 20 Apple iMac computers, 2 Eno Interactive whiteboards, and iPads. It has a literacy area for both younger and older students. In addition to the student areas, the library also has an Autism Research Area and a Professional Development Center for staff meetings, workshops and training.

All of our student’s have the opportunity to use the library multiple times per week at both the day and residential program. Students have a variety of activities to choose from, such as exploring fiction and non-fiction books, listening to stories on CD, working on the computer, reading and listening to stories on the iPad, learning through the use of the Eno Interactive white board, playing boards games and puzzles as well as expanding their overall literacy skills.
Overview

Vigorous physical exercise is a cornerstone of Daily Life Therapy®, as it is one of the three central principles, or pillars, upon which Dr. Kitahara’s philosophy is based. Through vigorous physical exercise, and without medication, students become able to learn to regulate their biological rhythms of life and thus gain the many other benefits in health, stamina, mood, awareness of one’s surroundings, and concentration that result. A good Rhythm of Life promotes the smooth and balanced development of the child. Daily appropriate physical exercise, allowing for the diffusion of energy, essentially enhances appetite during meals, creates a need for restful sleep at night, and enhances overall physical health and mental alertness. By regulating this Rhythm of Life, vigorous physical activity therefore contributes to each student’s ability to grow and learn across all areas of the curriculum.

Aspects of Physical Education in Daily Life Therapy®

Overall health-related physical fitness, which is embedded in physical exercise, consists of body composition, aerobic capacity, flexibility, and muscular capacity. In an effort to obtain a baseline status of our student’s physical fitness level, Boston Higashi School administers annual physical fitness assessments to determine students’ overall physical fitness levels. These assessments provide important information about our students overall fitness level and helps to identify our student’s strengths and weaknesses. It is also useful later, for evaluating the effectiveness of our program’s design, and provides a guideline for progressing the students through physical activities. Additionally, the outcome of the assessment gives us an opportunity to measure how much improvement or decline the students have made. The students are tested with appropriate activities in the areas of aerobic capacity, muscular strength/endurance, flexibility, and body composition.

<table>
<thead>
<tr>
<th>Component of Health-related Fitness</th>
<th>Definition</th>
<th>Fitness Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Capacity</td>
<td>The ability to perform large muscle, high intensity exercise for prolonged periods.</td>
<td>• 1-Mile run</td>
</tr>
</tbody>
</table>
| Muscular Strength                 | The ability of the muscles to exert an external force. | • Static Pull-up
• Curl-ups
• Trunk lift |
| Muscular Endurance                | The ability of muscles to exert themselves repeatedly. | • Static Pull-up
• Curl-ups
• Trunk lift |
| Flexibility                       | The range of motion available in a joint. | • Sit and Reach |
| Body Composition                  | The relative percentage of muscles, fat, bone and other tissues that comprise the body | • Body Fat %
• Skeletal muscle %
• Height/Weight |

“There is a saying that body and spirit are one, and that if the spirit is weak then the body too will be weak. On the other hand, if the body is weak the spirit too will become weak.”

~ Dr. Kiyo Kitahara
1. The Jogging Program
The opportunity to exercise is provided daily for all students, consistent with their developmental level and health condition, through the morning jogging program. Before sitting down to study, students get moving, which is healthful, fun, and stimulating to mind and bodies, preparing them for other learning activities to come. All students should be equipped with appropriate running shoes and socks. In the Early Childhood division, preliminary jogging and gross motor skills are fostered by the use of bouncing balls to build endurance, in a motivating manner. Mastery of this activity is built upon by participation in a group walking program. With time and age, as students enter the elementary division, walking progresses to jogging as tolerated by each student. Students are given the opportunity each day to jog indoors or outdoors as a group. With the encouragement of their peers and teachers, students become motivated to jog greater distances and increase speed as their physical stamina improves. In this way, students are not only able to diffuse energy and condition their bodies aerobically, but they learn lessons of perseverance and determination, which ultimately enhance self-esteem. Students may also jog at various times throughout the day to help regulate their emotions or behaviors. Jogging may reduce stress and anxiety, increase concentration and alertness, reduce stereotypical or obsessive behaviors, and help raise mood. It is an activity that students enjoy, particularly after working at their desks.

For those students with physical concerns that prevent them from jogging, either temporary or long-term, alternate exercise activities for energy diffusion will be offered. This may include indoor or outdoor walking, walking on the treadmill, use of stationary bicycles, upper extremity exercise or other options as available and appropriate to the student’s individual circumstances. Return to jogging after injury or illness will be gradual and tailored to the student’s needs with guidance from physicians, the Health Room and the physical therapist as indicated.

Each year, students are able to use the skills that are learned during the daily jogging program at the school-wide Higashi Road Race, an event that builds our own community while it enhances self-esteem by encouraging students to reach for and achieve personal goals. Resulting from the successes that are achieved at the Higashi Road Race, students are often inspired to participate in other road races held in the wider community. Students and staff who enjoy running participate in local road races together on a small group basis. An off-shoot of this has been the ability of our students to participate in local races for charity, raising funds for others in need through their own ability to run. Jogging is a sport our students can enjoy throughout their lifespan as a personally fulfilling and healthy leisure activity but it is also a way in which they can participate in and make a contribution to their community in a positive and valuable way.

2. The Physical Education Curriculum
Built upon the foundation of conditioning and bodily coordination developed through jogging, the physical education curriculum exposes students to numerous developmentally and age-appropriate activities and pieces of equipment through classes and lessons.

The Physical Education Curriculum focuses on the following 6 components:
(1) Acquisition of Physical Skills and Abilities
The physical education curriculum stresses the development of physical skills, taking into account each individual student’s age, developmental level and learning style. The activities and equipment incorporated into the physical education curriculum have been carefully selected based upon their potential to promote the development of physical skills essential for athletic performance and enjoyment, leisure time activities and activities of daily living. Skills are taught so that students can go home and join in the play and exercise with their siblings and families in recreational activities because they will know how to ride a bike or swim or rollerblade. Learning skills allows students to engage productively in a wide variety of enjoyable activities indoors and out.
Through the basic physical education curriculum, areas that are challenging for students are focused upon, including promoting body awareness, motor planning skills, spatial relations and body coordination as well as learning to follow directions, showing perseverance, and having goal-directed activity. In addition, the activities taught in physical education, such as bicycle and unicycle riding, yoga and gymnastics foster the development of high-level gross motor skills including refining balance and postural stability, promoting muscle flexibility, improving strength and building stamina. Developing these areas is important for all children, especially for those who may not exercise independently or who may otherwise have muscle tone issues, because, to some extent, muscle tone can be normalized by consistent, anatomically correct use of muscles, allowing for increased functional ability. Thus, the acquisition and mastery of physical skills allows students to improve environmental access, increases safety, spurs recreational interests and develops an affinity for physical activity and the skills to participate socially in recreation activities.

Our aquatic program provides a fun environment to gain functional skills in the area of flexibility, strength, balance, and endurance. The warmth of the water provides a calming effect to the sensory system and allows students time to enjoy a different therapeutic medium to learn new motor skills. Additionally, water provides resistance and buoyancy to promote muscle strength, and muscle tone, and assists in improving body awareness. Our program varies from swimming to fun games with an emphasis on promoting physical, recreational, cognitive and social opportunities. Specific benefits can be achieved including improved body awareness, enhanced range of motion, increased mobility skills and enhanced sensory integration.

For those students who demonstrate issues which interfere with their safe, appropriate use of certain PE equipment, modifications will be made and/or additional support will be provided so that the student can still benefit from the group dynamic with his/her peers.

(2) Stimulation of Intellectual Abilities

Through physical education, students learn intellectual skills crucial for academic learning and daily living both directly and indirectly. Many activities of physical education challenge students to develop problem-solving skills, as they must find ways to move their bodies in conjunction with exercise and athletic equipment so that they can accomplish desired physical actions. As students listen to instructions to perform activities and learn new skills, they must follow directions, which can often become quite complex. They must sometimes sequence and remember verbal and physical instructions doing different actions with different parts of their bodies simultaneously, coordinating their actions with others. Visual spatial skills are developed, as students must determine where their bodies are in relation to other students, staff and equipment as well as hand-eye coordination through various activities. These perceptual skills carry-over directly into academics in such areas as handwriting as do certain physical education activities that involve shapes, counting, colors and patterns. Indirectly, the energy diffusion provided by physical exercise promotes focused attention and positive mood, preparing students generally for classroom academic learning.

(3) Stimulation of Emotional Development

Physical exercise plays a key role in the emotional and behavioral regulation of students at the Boston Higashi School. Through the foundation of proper physical exercise, excess energy is diffused, and students are able to establish a basic Rhythm of Life, consisting additionally of proper nutrition and adequate sleep. From this basis, students are more likely to feel better emotionally. In addition, their levels of arousal/mood are normalized through the exercise provided by the physical education curriculum. For example, if a student is in a state of low arousal (appearing sluggish or disinterested), the endorphins (natural mood enhancers) released during exercise can help to boost the student’s energy level. Conversely,
if a student is in a state of high arousal (appearing overexcited or hyperactive), exercise can help the student burn excess energy and thus has a calming effect. In either case, vigorous physical exercise regulates mood and arousal (high or low), thus regulating emotions and with it behaviors to a significant extent.

The physical education curriculum also encourages persistence and enhances the development of self-esteem. Students work hard to master the skills learned in physical education classes and are constantly encouraged by staff and peers to strive to achieve their personal physical goals. The skills and abilities learned through the physical education curriculum are highlighted throughout the year during various school-wide events at which students are able to demonstrate their accomplishments with pride, which further encourages persistence and enhances self-esteem.

(4) Stimulation of Social Development
The group dynamic teaching approach is a key component of the physical education curriculum and is crucial to the stimulation of the students’ social development whether they are learning individual skills or group games and sports. In physical education, students are able to model positive behaviors and learn proper techniques by watching their peers. They also have ample opportunities to enhance communication with their peers by providing and acknowledging encouragement in verbal and non-verbal ways, such as by giving and receiving “high fives”. In addition, students learn leadership skills from physical education and to be flexible from a social perspective, adapting to the dynamics of games and activities, by developing an understanding of concepts such as turn taking, sharing and teamwork.

(5) Exploration of the Sensory World
The physical education curriculum provides students with rich sensory experiences, while helping them to enhance body and environmental awareness. These are areas crucial for the development of children with autism, as one of the hallmarks of autism is altered sensory processing. Thus children with autism require intense sensory experiences in order to help them regulate this system. The physical education curriculum addresses the sensory needs of the students by stimulating all areas of the sensory system. The curriculum encourages such sensory experiences as feeling deep pressure input through muscles, bones and ligaments provided by jumping on a pogo stick, experiencing the motion provided to the vestibular system by swinging on a gymnastics bar, feeling the wind on their faces while riding a bicycle or seeing the world moving quickly by while rollerblading across the parking lot. Meeting the sensory needs of students with autism by using physical exercise has also been shown to reduce common stereotypical or self-stimulatory behaviors, such as hand flapping. By learning the skills to participate in a variety of activities and use a variety of sports equipment, students can choose to have a wide variety of sensory experiences and regulate them for themselves.

(6) Generalization of Skills into Leisure and Life Skills Activities
The skills that are developed in the physical education program can be generalized into various other activities including daily living skills and chores, leisure and recreational activities, and community participation. This is because the physical education program offers opportunities, in a fun and engaging environment, for the students to develop motor skills, strength and stamina that are crucial to accessing the world in which they live. Students develop coordination and body awareness, gross motor and fine motor skills, perceptual, visual-motor and hand-eye coordination skills that help them move through their lives in a safe and effective manner. Supporting Dr. Kitahara’s philosophy that exercise is a crucial component of the students’ lives, in addition to the physical education curriculum, the residential students are given various opportunities to exercise recreationally in the community and day students are urged to exercise at home. Ultimately, the goal is to allow students to discover joy in movement and lead them to experience a lifetime of good health and maximized independence through all the benefits that exercise can provide.
Goals By Division:

Elementary:
1. To promote the development of balance, strength, stamina, coordination and body awareness, in order to lay the foundation for age-appropriate gross motor skill acquisition, so that students may easily and safely access their environment
2. To promote energy diffusion, alertness and mood regulation
3. To provide stimulation to the senses in order to regulate the student’s level of arousal
4. To introduce skills in team building, direction following, imitation, problem solving, and social cooperation
5. To encourage perseverance and determination in order to enhance self-esteem
6. To introduce physical exercise as an enjoyable, lifelong activity to promote general health and well being

Middle School/Junior High:
1. To enhance a student’s balance, strength, stamina, flexibility, agility, coordination and body awareness to refine fine and gross motor development
2. To promote energy diffusion, alertness and mood regulation
3. To provide stimulation to the senses in order to regulate the student’s level of arousal
4. To promote skills in team building, leadership, direction following, problem solving, and social cooperation
5. To encourage perseverance and determination in order to enhance self-esteem
6. To learn enjoyable skills that can serve as leisure activities throughout a lifetime to promote general health and well being

High School/Emgergence:
1. To refine a student’s balance, strength, stamina, flexibility, agility, coordination and body awareness to develop and utilize athletic ability
2. To promote energy diffusion, alertness and mood regulation
3. To provide stimulation to the senses in order to regulate the student’s level of arousal
4. To refine and generalize skills in team building, leadership, direction following, problem solving and social cooperation
5. To encourage perseverance, determination and self-fulfillment in order to enhance self-esteem and maximize independence
6. To generalize enjoyable skills that can serve as leisure activities throughout a lifetime by skill performance outside of physical education class to promote general health and well being
ART EDUCATION

“Learning drawing meant that the autistic children were able to break through the walls which confined them. This was not only a great joy to each individual but also was instrumental in giving them great confidence in themselves.”

~ Dr. Kiyo Kitahara

Overview
The Visual Arts program fosters self-expression, creativity, and an understanding and appreciation of the beauty of art and our world. The process of creating leads to a greater awareness of the creation of others and to a heightened sensitivity to one’s surroundings. Art Education in Daily Life Therapy®, focuses on the areas of drawing, color application and two and three dimensional works across a varied program using an assortment of media and tools, building sequentially on the student’s developmental level. All students participate in the diverse program, which challenges students to develop individually and as a group by building their persistence, care, choice making ability and team work skills while enhancing their feelings of self-esteem and creativity.

Components of Visual Arts in Daily Life Therapy®

Art Education focuses on the following 5 components:
(1) Acquisition of Art Skills
The art education program stresses the development of artistic skills at each individual student’s developmental level, incorporating a wide variety of techniques and media. At the same time as they develop these artistic skills of drawing, painting and sculpting, each student also works on the skills they must achieve to reach their own fine motor, gross motor and sensory objectives. This allows them to create an art project that has meaning while developing individually, artistically, and aesthetically. Art projects tend to be theme based. Art lessons often integrate classroom themes from language arts, social studies and science while exploring different materials and techniques and incorporating aesthetics, art history and art appreciation into the lesson.

Students are presented with an assortment of tools/ materials such as pencils, crayons, paint, scissors, glue, wood and clay in order to practice and develop their artistic skills and dexterity used for drawing, color application and the creation of two and three dimensional sculptures, collages and murals. Through the various art projects, students learn concepts such as color, form, shape, texture, proportion, pattern, line, shading, space and perspective.

(2) Stimulation of Intellectual Abilities.
In addition to the intellectual gains from learning about art itself, the visual arts curriculum is inherently valuable for acquiring and developing the functional and cognitive skills that enhance academic learning. During drawing, color application and 2-D/3-D works, students acquire and develop readiness skills such as learning the basic concepts of shape, size and color. They learn about boundaries and how to differentiate objects and see things in perspective. Math skills that involve cognitive problem-solving, pattern recognition and visual-spatial reasoning are all enhanced through the art curriculum.

In addition, many basic reading skills, language development and writing skills ranging from matching and discrimination to copying and imitating are enhanced and reinforced during the lessons. The visual arts program also provides a great opportunity for the students to explore other cultures and gain an appreciation for various artists and their styles. Furthermore, personal characteristics from persistence and care to making choices and decisions for oneself are gained through art education.
(3) Stimulation of Emotional Development

Becoming aware of art helps develop a greater awareness of one’s environment and surroundings, that is particularly important in helping students with autism participate in their community. Stimulation of emotions encourages the students to become more creative and expressive, allowing them to communicate their feelings, thoughts and knowledge in nonverbal ways as well as to gain an appreciation and understanding of the beauty of art and the world around them. Participation in the art curriculum enhances their feelings of self-esteem, competence and creativity. The curriculum is skill based, teaching students how to develop the artistic skills they need in order to express themselves better. Students are taught how colors can be used to represent different moods/emotions. They then engage in projects where they learn to choose colors to reflect their own mood or represent the mood of a particular artist’s style. In addition, students participate in art activities that encourage whole body movements involving gross motor skills that allow for the diffusion of excess energy in appropriate enjoyable activities, helping to reduce mal-adaptive and self-stimulatory behaviors, while increasing attention levels and relieving stress and anxiety. For example, students are involved in large mural projects and life-size 3-D works on the floor or walls that involve kneeling, squatting down or stretching up on their toes. They use their shoulders, arms, legs and trunk muscles to produce large painting movements. The visual arts program also provides a great opportunity to integrate our student’s lives and interests within the wider community. Students have the opportunity to be recognized as artists and participate in community art exhibits with other local artists. The public display of an art project is an ideal chance for the students to improve their self-worth and confidence.

(4) Development of Sensorimotor Skills

The skills that are learned in our art education program can be generalized to various other activities such as daily living skills, writing, leisure/ recreational activities, chores and other areas of functioning. This is because the art education program offers opportunities for students to engage in a range of activities in a fun and lively approach while building and enhancing their fine motor abilities and perceptual skills. The fine motor and perceptual skills learned during the highly motivating art activities are then generalized to less preferred activities such as changing clothes and handwriting activities. Through the art activities, students develop their postural control and muscle strength, dexterity, motor planning skills, body awareness and body scheme, visual-motor coordination, grasping & pinching skills, manipulative skills, inhibitory control, spatial organization, graded force/pressure, hand preference and bilateral coordination. Therefore the visual arts lessons provide the perfect venue to develop the motor and perceptual skills crucial for academic learning, functional independence and leisure/ recreational activities.

(5) Exploration of the Sensory World

Art stimulates the senses. The various curricular art activities in the visual arts program offer opportunities to promote the development for stimulation and exploration of the sensory system, which is often altered among children with autism. The visual arts curriculum is developed very carefully to provide a range of visual, tactile and olfactory experiences to challenge and help students overcome sensory sensitivities. For example, sensory stimulation can come from the touch of clay against the palms of the hands or between the fingertips. In addition the deep pressure provided through the joints of the arms/hands/ fingers when pounding, rolling, pinching and molding clay also provides the occasion to promote body awareness and diffuse excess energy in an appropriate enjoyable activity. Furthermore, art activities that involve using one’s hands to manipulate and explore various textures help those students who may be hypersensitive to sensory input, raise their tolerance to the feel of different textures, such as glue, chalk, paint, crepe paper or paper mache. Students who may be hyposensitive to sensory input learn through exploration and practice how to use the media in appropriate ways to create projects. Tolerance for and then the enjoyment of various sensory experiences are learned during art and increase one’s ability to participate in the community.
In addition, students have the opportunity to use materials appropriately in their lessons, so sensory experiences are used in meaningful contextual ways. For example, by learning to clean and put away the materials, students practice such skills as hand washing, using water appropriately to clean the tools and their hands. Furthermore sensory integration is developed during the various school wide “performance arts” events.

During Bon Dance and Annual Celebration and various other occasions students wear costumes and make-up, experience lighting and perform dance, music and athletic presentations. Even culinary arts contribute to these richly, culturally diverse performance arts events that are part of Art Education in Daily Life Therapy®.

Goals For Each Division

Elementary
• To express what one sees, feels and experiences
• To use materials effectively and complete the projects:
  (1) Learn to draw simple images composed of basic shapes
  (2) Learn to color/paint inside the lines of simple meaningful images composed of basic shapes using rhythmic up & down strokes
  (3) Learn to create collage/3-D works with a variety of materials
• To develop & enhance sensorimotor, fine motor and perceptual skills
• To provide opportunities for sensory exploration and to move about in space involving different body positions, thereby experiencing body awareness, coordination and social interactions while creating art projects.

Middle School
• To express what one sees, feels, experiences and imagines
• To use materials effectively to create projects:
  (1) Learn to draw simple images with more features, accurate proportion/scale, composed of more complex meaningful images
  (2) Learn to color/paint inside the lines of more complex images composed of more complicated shapes using rhythmic up & down strokes
  (3) Learn to create collages/3-D works and acquire different techniques to work with materials of varied textures
• To develop & enhance sensorimotor, fine motor and perceptual skills
• To provide opportunities for sensory exploration, eye-hand coordination and integrated body awareness and coordination experienced through individual and group art projects.

Junior High
• To express and develop one’s personality through one’s artwork
• To use materials effectively to plan, create and appreciate projects:
  (1) Learn to draw meaningful images/scenes with detailed features and accurate proportion/scale including shading, perspective and contour line
  (2) Learn to color/paint inside the lines of more complex meaningful images composed of more complicated shapes using expressive strokes
  (3) Learn to create collages/3-D works and acquire different techniques to work with materials of varied textures
• To develop & enhance sensorimotor, fine motor and perceptual skills
• To provide opportunities for sensory exploration and experiences that will enhance awareness of oneself within one’s surroundings both socially and in terms of movement/body coordination.

**High School**
• To express and develop one’s personality through one’s artwork
• To use materials effectively and promote motivation to create a project and be recognized:
  1. Learn to draw meaningful images/scenes with detailed features and accurate proportion/scale including shading, perspective and contour line
  2. Learn to color/paint inside the lines of more complex meaningful images composed of more complicated shapes using expressive strokes
  3. Learn to create collages/3-D works and acquire different techniques to work with materials of varied textures
• To begin to learn about the process of selling the crafts one creates
• To develop and enhance sensorimotor, fine motor and perceptual skills
• To provide opportunities for sensory exploration and experiences that will enhance awareness of oneself within one’s surroundings both socially and in terms of movement/body coordination.

**Emergence Program**
• To express and develop one’s personality through one’s artwork
• To enhance leisure repertoire through opportunity to choose individual art mediums
• To use materials effectively and promote motivation to create a project and be recognized:
  1. Learn to draw meaningful images/scenes with detailed features and accurate proportion/scale including shading, perspective and contour line
  2. Learn to color/paint inside the lines of more complex meaningful images composed of more complicated shapes using expressive strokes
  3. Learn to create collages/3-D works and acquire different techniques to work with materials of varied textures
• To learn more about the process of selling the crafts one creates
• To develop and enhance sensorimotor, fine motor and perceptual skills
• To provide opportunities for sensory exploration and experiences that will enhance awareness of oneself within one’s surroundings both socially and in terms of movement/body coordination.
MUSIC EDUCATION

“Music is a subject which affords the autistic child parity with typical children.”
~ Dr. Kiyo Kitahara

Overview
Music education in Daily Life Therapy® helps enhance children’s creativity through music activities. The curriculum is designed for children to help them become well rounded individuals. It focuses on (1) vocalizations, (2) singing, (3) instrument play (percussion instruments such as the tambourine, bell, drum and wind instruments such as the keyboard harmonica and alto recorder) (4) movements in rhythm and (5) music appreciation. This curriculum was originally designed for both typical and special needs students, however for children with special needs the individual learning pace is carefully monitored and skills are broken down into smaller steps. The students learn to enjoy and understand music in their daily lives. In addition, they learn to concentrate and cooperate in a group as well as express themselves individually through music.

Components of Music Education in Daily Life Therapy®
(1) Acquisition of Musical Skills
The music education program stresses the development of musical skills at each individual student’s developmental level, age and learning style. Music lessons help motivate the young children of kindergarten and elementary age, and in addition make them familiar with the fundamentals of music. Our perception of young children is that they are born with the ability to listen to music and express themselves. Music lessons help enhance the children’s abilities, through singing songs about their daily life and moving their bodies in rhythm with the music. They learn rhythm instruments and simple beats and progress towards learning to produce sound by blowing into an instrument and to use a short keyboard harmonica. For the elementary aged students, music lessons are designed to help promote interest in music activities so that music will become a part of their lives. The older students are encouraged to appreciate the beauty of music and learn about different forms of musical expression in order to enhance their sensibilities. Usually children in this age group start to acquire preferences in music. Therefore, it is important to expose them to a variety of musical styles and forms from an early age.

(2) Stimulation of Intellectual Abilities
Throughout the day, music is used naturally. The music curriculum has a positive and valuable academic benefit that affects many aspects of learning. Cognitive problem solving, pattern recognition, sense of rhythm and development of literacy skills, math, visual spatial reasoning and creativity are all enhanced by music. Memory training, listening, attention, concentration and recall are all skills developed in music that transfer to academic areas. In addition, music gives students the opportunity to express themselves freely and creatively. Therefore, music supports a student’s expressive communication skills.

(3) Stimulation of Emotional Development
It is known that people with autism have great difficulty in expressing their feelings. Music plays a key role in the emotional and behavioral regulation of students at the Boston Higashi School. Through music experiences and participation students become aware of a range of emotional expression and can learn to use music to regulate their emotions. Music in Daily Life Therapy® teaches students to sing with emotion by singing songs with different volumes or tempos as well as by learning the meaning of the lyrics. In addition, students participate in musical activities that encourage whole body movements that allow for the
diffusion of excess energy in appropriate enjoyable activities, helping to reduce mal-adaptive and self-stimulatory behaviors, while increasing attention levels and relieving stress and anxiety.

(4) Development of Language and Motor Skills
Through singing and instrument play students develop and demonstrate breath control and improved awareness of their oral-motor skills. These skills, along with repetitious practice of motor planning movements, are all components that contribute to the development of speech and language. Through instrument exploration and rhythm activities the students improve their fine motor coordination and dexterity, bilateral coordination and visual motor integration. The coordination and motor skills developed by playing a musical instrument carry-over into academics in such areas as handwriting and self care skills. Students participate in music that encourages whole body movements such as dancing, marching, jumping and clapping in order to diffuse energy in constructive fashion while providing proprioceptive input to bones, muscles and joints to promote body awareness, motor learning, coordination and balance.

(5) Exploration of the Sensory World
The music program provides multi-sensory stimulation (auditory, visual and tactile). The wide range of sensory exposure in the music classes leads to students to become more tolerant generally to noise and to group activities. In addition the rhythmic component of music is very organizing for the sensory system. Because of the multi-sensory demands, music contributes to helping the students learn how to both process and react to sensory stimulation.

(6) Generalization of Skills into Leisure and Life Skills Activities
The skills that are developed in the music education program can be generalized into various other activities including daily living skills and chores, leisure and recreational activities, and community participation. For each individual student, music appreciation is fostered and developed through the rich music education program supported by the school wide performance musical events. During Winter Music Festival and Annual Celebration and various other occasions students display their musical achievements. In addition some students develop high levels of skill in music, opening exciting opportunities. For example the BHS jazz band, composed of middle school, high school and emergence students across the entire autism continuum has played in community establishments and events. Performing in the community is an ideal opportunity for the students to demonstrate their talent while improving their self-esteem and confidence. Through the music education program the students can thoroughly enjoy, participate and contribute to community life in the same way as their peers and siblings.
## Boston Higashi School Music Lessons Hierarchy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Singing</th>
<th>Instrument</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Vocalization Training Songs</td>
<td>Rhythm instruments</td>
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<tr>
<td></td>
<td>Monthly Songs</td>
<td>Drum, Tambourines, Bells, etc.</td>
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<tr>
<td></td>
<td>Drawing Songs</td>
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<td></td>
<td>Hand Manipulative Songs</td>
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<tr>
<td>Elementary</td>
<td>Vocalization Training Songs</td>
<td>Rhythm instruments</td>
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<tr>
<td></td>
<td>Monthly Songs</td>
<td>Keyboard Harmonica</td>
</tr>
<tr>
<td></td>
<td>Drawing Songs</td>
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<tr>
<td></td>
<td>Hand Manipulative Songs</td>
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<tr>
<td>Middle School</td>
<td>Vocalization Training Songs</td>
<td>Rhythm instruments</td>
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<tr>
<td></td>
<td>Monthly Songs</td>
<td>Keyboard Harmonica</td>
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<td>Drawing Songs</td>
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<td></td>
<td>Hand Manipulative Songs</td>
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<tr>
<td>Junior High</td>
<td>Vocalization Training Songs</td>
<td>Rhythm instruments</td>
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<tr>
<td></td>
<td>Monthly Songs</td>
<td>Alto-recorder</td>
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<tr>
<td>High School/Emergence</td>
<td>Listening Appreciation</td>
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<td></td>
<td>gaining knowledge of a variety</td>
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<td>of musical genres</td>
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<td>following and singing</td>
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<td>billboard and top hits /</td>
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<td>steps to be generalized to</td>
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<td></td>
<td>formal and casual dance</td>
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<tr>
<td></td>
<td>parties</td>
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</tbody>
</table>
| Jazz Band (Selected Students who are talented and need more challenges) | | }

- Trumpet, Trombone,
- Alto-Saxophone, Tenor Saxophone,
- Baritone Saxophone, Bass Guitar
TECHNOLOGY

“Autistic children have a characteristic trait of concentrating on anything that attracts their attention. If this tendency is conversely utilized in guidance methods, and an interest in study is aroused the child exhibits a power of concentration, responds well to repeated training and can attain the aimed –at results.”

~ Dr. Kiyoh Kitahara

Components of Technology Education in Daily Life Therapy®

The use of technology is embedded within the school’s curriculum and is used to support communication, recreation and instruction. Technology is used to enhance, expand and enrich student learning in both the day and residential program. All students have access to desktop computers, laptops, iPads, iTouches, Eno Interactive Whiteboards, computer-based software programs and an on-line web-based program, known as Wikispaces. Wikispaces is a safe and secured site that students can go to, on the Internet, that supports communication, education and leisure activities both at school, the residence, and at home. The program is organized and designed for our students to have easy access to the programs that they utilize daily.

Technology focuses on the following 3 components:

1. Academic Enhancement/Communication/Enhancement of Interest

A variety of educational programs are used to challenge the students at their own levels and align with the individual students’ goals and objectives. The selected programs on the devices such as the iPad, iTouch, Eno Interactive Whiteboard or the computer encourages students to match, categorize, complete puzzles, work on literacy and mathematic skills as well as providing modes to communicate - using visuals and voice output functions. Technology also works to build background knowledge and content knowledge within all areas of the curriculum. Many of the devices and programs selected are widely used by typically developing students with the intention and belief that students with autism spectrum disorder can expand their interests and learn from these programs when support and guidance is provided. The programs are easily accessible to their parents, but also motivate the students when observing their siblings, and other children, playing similar programs and using the same devices.

2. Acquisition of Functional Skills (Mouse Skills/Keyboard Skills/Typing/Word Processing/Search Functions/Internet)

One of the first skill sets that students will learn, is to use their pointer finger to manipulate the iPad/iTouch and, for the computer, to manipulate the mouse. Students learn a variety of skills to manipulate icons by pointing, pressing, and guiding the apps and, for the computer, to learn the click-start-drag and the click-drag function. These are important skills that students are learning, with the support of their classroom teachers, computer teachers and occupational therapists. Each student learns the variety of functions and modes needed to access technology on multiple devices.

Students will also become familiar with the location of each letter on the keyboard. They will practice typing their name, simple sentences, and learn to use typing as a mode of communication and accessing knowledge by journaling, emailing family and/or searching for programs and information. Students also learn to enter/exit programs and learn to care for the devices/computer.
3. Acquisition of Skills Required for Leisure Activities

One of the most important goals is that students gain a level of independence using devices/computers. Students are encouraged to carry over the skills that they have acquired at school to their home environments, as part of their leisure activities. Establishing a routine of using the several programs/devices help to enable students to generalize skills learned at school to the home environment to develop life long skills that can support their interests.

The iPad/iTouch (hand-held devices): The Boston Higashi School has iPads for student use in both the day and residential programs to support communication, recreation and instruction. For parents wishing to send in personal hand held devices for their son or daughter they should contact the Director of Curriculum and/or your child’s Speech and Language Pathologist. For students who have personal hand-held devices, we will work to personalize the device to the student’s individual level to support communication, academics, and recreation skills. We work with parents to provide professional development and training on accessing appropriate apps and programming the devices as needed. Please be sure to label your child’s device as well as the cords and case.
PLAY TIME

“Play is the bridge to social development.”

~ Dr. Kiyo Kitahara

OVERVIEW
The importance of play in childhood cannot be overestimated. As Dr. Kitahara and other leading child development experts have understood, play is the work of childhood, reflecting and expressing the child’s experiences with his or her world. Play is the basic way children interact with others, turning out from self-absorption to find interest and stimulation and fun in the experiences of life. Play is natural for children. Inherently through play, skills develop, motivation is captured, curiosity stimulated, interest shared, mastery gained and the ways of the world understood. As Jean Piaget, the respected child developmental theorist, noted, for children “play is in reality one of the aspects of any activity.”

For children with Autism Spectrum Disorder (ASD), play does not occur naturally in its place in the normal developmental sequence. Autism limits engagement with others and with the environment, and therefore reduces opportunities for experience. By teaching autistic children how to play, they are taught how to join in and how to enjoy the many experiences of life. In addition, according to Dr. Kitahara, play will coordinate the establishment of a healthy rhythm of life for a child, foster imitation and thereby human relationships and self-confidence, and replace fixations with genuine and productive interests.

“Normal play arouses in (autistic children) an interest in their fellow playmates especially, and others in general (which) builds an ability to adapt to a group. They also learn patience, how to put up with things, in the give and take with fellow playmates. They begin to show interest in all sorts of things and become able to think of others. Daily Life Therapy® thus promotes the development of the emotions through play. This enrichment of experience in life broadens the life of the autistic child and enables growth to proceed more smoothly.”

In Daily Life Therapy®, Playtime is used to teach 1) play itself, 2) language acquisition, 3) social interaction, 4) basic cognitive concepts and 5) motor skills and sensory exploration.

1) A wide variety of toys are used to develop a basic interest in play, selected according to individual interests and developmental level. From individual sensory-motor exploratory play to shared “pretend” play, functional use of manipulatives is taught to encourage children to use their senses, overcome defensiveness, engage in simple cause-effect activities, learn leisure skills, enjoy novelty, develop creativity and emotional expression and relate to peers and society. In addition to toy play during Playtime, other forms of play are developed throughout the program. The use of sports equipment, such as tricycles, bikes and scooters is learned, as well as how to play on the playground. This type of play develops physical competence, self-confidence, discharges energy, and provides activities to share with others. Learning how to play games, such as board games or team games, further develop many of the abilities necessary to participate in peer play. Overall, throughout all play, children learn how to have fun.

2) Playtime is a natural opportunity for children to learn, practice and expand on a variety of communication skills. Playtime is highly motivating to young children and within play many opportunities naturally arise for students to communicate their wants, needs and feelings with others. In addition to natural
communication opportunities, the environment and/or toys can be manipulated to specifically create additional opportunities for communication. These opportunities can encourage children to anticipate, request objects and actions, obtain help, gain attention, protest, comment and respond to others. Whether children communicate verbally or non-verbally, situations can be utilized within play to enhance and develop their skills. During play, teachers naturally model appropriate language use individualized to the students’ developmental and language level. Through direct and indirect language stimulation, children are exposed to a variety of language concepts in a motivating and pleasurable way.

3) During Playtime, all forms of play are taught in the context of social interaction. In order for a child with ASD to develop appropriate interest in a toy, it must be presented in a highly motivating and stimulating way that engages the child and models its use. Individual attention to the toy develops from teacher-initiated joint-attention and then progresses to other forms of interaction through sharing and reciprocity. Similarly, in Daily Life Therapy®, other forms of play also involve socialization goals inherent in the group-dynamic approach. When generalized, some play modalities lend themselves either to social or individual play (i.e., puzzles, bike-riding), however, these are all best learned during peer play activities.

4) Extensive cognitive learning takes place during play. This includes general learning about the physical and social environment and also specific pre-academic and academic skills. In play, through direct teaching and incidental learning, basic concepts about literacy, numeracy, classification, comparison and sequencing are learned.

5) Through Play/leisure, students develop essential skills of movement involving both larger muscle movements and smaller muscles of their hands used for manipulation of small objects, fine motor skills. Play/leisure activities are a natural opportunity for children to develop muscle strength, dexterity, coordination, motor planning, understanding where the body is in space, grasping/manipulation skills and bilateral coordination. In addition, play/leisure time provides endless opportunities to be exposed to a variety of sensory experiences.

By experiencing play as fun, children become motivated to play and then become able to attain all of the many benefits of play. Play can be taught where it does not occur naturally. Playtime reflects the systematic and developmental approach to teaching that is part of the Boston Higashi School curriculum.
COMMUNICATION

“Through communication we understand and develop expectations, recognizing and respecting others.”

~Dr. Kiyo Kitahara

Overview
Communication at its most fundamental level is a social behavior whose main function is to have an effect on others. Therefore, communication skills and language acquisition are integral parts of Boston Higashi School’s educational philosophy, Daily Life Therapy®. The key to teaching communication to students with autism is consistency. Here at the Boston Higashi School, a total communication approach is embedded within our educational philosophy and curriculum of Daily Life Therapy®. This affords all of our students, regardless of skill level, the opportunity to access various forms of communication to enhance their understanding, increase their ability to express themselves as well as help build interpersonal relationships.

In Daily Life Therapy®, pathways to communicate are embedded in all curricula activities. Children who arrive at school with limited communication skills are quickly exposed to a wide variety of communicative temptations and other means of active participation. When these activities are used within group activities, they create a need or purpose for communication. Over time children begin to explore the world around them and develop interpersonal relationships with their teachers and peers. As these relationships form, opportunities to communicate naturally arise. Since this communication occurs in the context of a real experience, it is natural and functional.

Throughout the curriculum positive group dynamics are stressed. By learning to coordinate and cooperate with others, the child’s sphere of relationships increases, thus building a bridge for establishing the purpose and meaning of communication. In Daily Life Therapy®, the development of a comprehensive communication system that promotes social independence is a primary goal. This system is not taught in isolated sessions; rather it is built throughout the student’s day in all classes and activities including physical education, art, music, and general academics as well as lunch, toileting and play.

Methodology
In order for students to become effective communicators, they must first be active participants in the world around them and realize the importance of social relationships. Thus, the communication program places a strong emphasis on comprehension. The approach to teaching communication is developmentally based and students participate in a variety of age-appropriate activities to increase their skills. During group lessons, related vocabulary and concepts are taught to the students in organized, thematic units. Components of each theme are taught throughout the school day, giving students repeated exposure to vocabulary in many different contexts. As the student’s understanding develops, he/she is encouraged to express that knowledge in a variety of ways.

Daily routines and predictable activities are essential to the Boston Higashi School program. Through a predictable schedule, the use of pictures, symbols, gestures and spoken language students learn to associate activities, people, places and objects with language. Students are assessed on an ongoing basis as to their level of understanding and are, in turn, encouraged to make continued progress.

The classroom teacher consults with the speech-language pathologist, communication teacher as well as with other teachers daily. This allows for all those involved in the student’s education to know about his/her strengths, weaknesses, progress and difficulties. All teachers use the same consistent approach and have the same high expectations.

Collaborative and consultative speech and language services are provided to monitor the student’s progress,
to participate in the development of lessons, to consult with teachers as needed, provide ongoing trainings and participate in the development of a student’s Individualized Educational Program. These services ensure that the most current speech and language interventions are incorporated into the students’ overall program.

Some purposes of communication are to request, seek attention, get help, protest and generally interact with others. At the Boston Higashi School, students are encouraged to communicate for all of these purposes and more in naturally occurring situations throughout the day. Staff are trained to respond to students in ways that are specifically designed to encourage these types of interactions. The Boston Higashi School uses a multi-modal approach to teaching communication, meaning students are encouraged to use a variety of means to communicate. These include eye contact, gestures and body language, photographs and symbols, voice output devices, sign language, vocalizations and verbalizations. Regardless of the method a student chooses to communicate his/her message, constant reinforcement is provided through modeling and turn-taking to help support the pragmatic aspects of language.

Strategies used to Enhance Communication
Throughout the school, various forms of augmentative and alternative communication (AAC) are made available to the students. These include the use of objects, photographs, symbols and voice output devices (VOD). They are used across all settings to both enhance the students understanding as well as to aid them in expressing themselves. Teaching and clarifying the sequence of activities, providing choice-making and requesting opportunities and having the students engage in experiential learning are just a few of the ways pictures, symbols and augmentative communication devices are used within our whole language approach within Daily Life Therapy®. Some students may carry personal communication systems. These systems are recommended, created and managed based on the specific needs of each student.

Sign language provides another visual alternative form of communication. When sign language is used, the corresponding verbal language always accompanies it. It provides both our non-verbal as well as those verbal students who may have auditory processing difficulties a way to access both receptive and expressive language.

All classrooms, as well as the Residence, incorporate the iPad during many opportunities. In the classroom, the Proloquo2Go application is utilized as a tool to develop functional language. Each classroom is also outfitted with several simple voice output communication devices. All of these tools allow the teachers to give their non-verbal students a voice they would not otherwise have to respond to questions, make requests, comment on their environment and interact with their peers.

Inherent to autism are the decreased abilities to engage in joint attention, relate socially to others and read non-verbal communication cues. Therefore, exaggerated social cues, facial expressions and body language are used with our students to enhance their awareness of these crucial aspects of communication. Modeling, imitation, role-playing and repetitious practice are just some of the ways students are taught these skills and helped to generalize them across settings.

Across all settings, students are consistently encouraged to produce and practice spoken language. A variety of techniques are employed to aid our students in this process to becoming more effective communicators. Teacher and peer models, pacing strategies, tactile cueing and imitation are all ways students are encouraged to increase their verbal skills.

In the end, communication is not limited to how children with autism and others use words, gestures, pictures or signs. Communication is a way to regulate others, meet our needs and wants, form interpersonal relationships and interact with our environment. Through communication we understand and develop expectations and recognize and respect each others identities. Communication is not only a way of expressing our wants and needs, but a way of expressing the rhythm of our daily lives.
EMPLOYMENT EDUCATION

“If children become used to work from the time they are small they grow up with a sense of responsibility. When they become adults they not only do not try to avoid hard work, but they also can be trusted to do fine work.”
~ Dr. Kiyo Kitahara

The goal of Employment Education is to secure supported and competitive employment positions that both challenge our students and meet the needs of the employer. Employment Education formally begins in the High School Division and continues until graduation.

Students in the High School Division are taught job skills within the school in the general areas of clerical, custodial, greenhouse/landscaping, and food service. Students have four (4) hours of vocational classes per week, which are conducted within the natural environment within the school setting. For example, food service is practiced in the kitchen preparing salads for lunch or clerical work such as collating, stapling and mail preparation is taught in the office area. These basic areas serve to introduce basic employment skills, work stamina, flexibility and responsibility. These foundational skills enable the High School students to be prepared upon entering the Emergence Program to also enter the world of community employment.

On-Site Employment Education

Paper Recycling Program: Our students have the opportunity to participate in nationwide and local recycling movements. Our students are responsible for the collection and disposal of paper and plastic materials throughout the building. Paper materials are picked up once per month by the Abitibi company employees and weighed. A small amount of funds may be generated and are they used to support additional employment opportunities such as purchasing materials or supporting end of the year field trips.

Auto Detailing: Established in 2001, this program and has grown in both popularity and productivity. Profits are used to support the Employment Education Program and special events for High School and Emergence Program students such as the Formal Dance Party. Students are responsible for completing a car cleaning routine, including washing, vacuuming, waxing, and tire dressing. Our job coaches work along-side students ensuring a high level of attention to detail, while honing previously learned skills in a timely fashion.

Chartwells: In our on-site cafeteria program students have the opportunity to establish fundamental and necessary skills for employment in public cafeterias? Responsibilities include setting tables, preparing and distributing food, operating a dishwasher, sweeping, and washing tables and floors. Students follow pictorial checklists to complete routine tasks while working in groups with 1:4 ratios.

Greenhouse: Through donations from the community and grants from the Massachusetts Agricultural Society and The Daniel Jordan Fiddle Foundation, our greenhouse program has developed into a strong work site. Students begin planting seeds in the early months of spring and later transplant seedlings to student-constructed cold frames located, next to the greenhouse. Crops are harvested and used to produce soaps, and plants that are then sold at school festivals. Boston Higashi School Employment Education program cultivates the lavender field next to the greenhouse is. The students are exposed to farming, production and sales by creating lavender soaps from our grown lavender, and selling the soaps at local retailers and through our school store.

Ceramics: At this site, students’ work with a professionally trained pottery teacher to create a variety of ceramic products including functional dishware, flower vases, pots, mugs, napkin rings soap dishes, bowls, plates, cups and trays. Students use stencils to cut out pieces, then bake and glaze the pieces. These products are delivered and sold at school events antique stores, Yakitori Zai Restaurant in Boston, Snappy Zai Restaurant in Boston, Snappy...
Ramen Restaurants in Somerville and Boston, the Cottage Shop at South Shore Hospital in Weymouth, and White Magdelena House in Hingham. Students work with the pottery teacher to design and make these exclusive items and also maintain the kiln and pottery workshop.

**Plastic Recycling Program:** Both the High School Division and the Emergence Program students are responsible for the recycling of disposed plastic materials. Identified wastebaskets are placed next to every water cooler on campus to recycle all the plastic cups. A special plastic-recycling dumpster is provided by E.O.M.S Recycling Co. where the material is picked up regularly. Students also collect beverage bottles and cans and return them to the local redemption center.

**Clerical:** Working in conjunction with the Education and Business office, students handle varying tasks including mass mailings, shredding paper, making copies, and distribution of materials. Students are also available to help the teachers make teaching materials that involve skill sets such as cutting, pasting, laminating, and copying. Everyone on campus appreciates the help and is eager to provide the students with work. Recently, the students have become responsible for collecting and shredding discarded paper in all school buildings.

**Inventory and Beverage Machine Maintenance:** Working in conjunction with Chartwells Food Services our students are responsible for keeping several on-campus beverage machines fully stocked with items. In addition, they must regularly track inventory and manage the accounts receivable generated by these machines. These responsibilities expose our students to a variety of vocational opportunities and also allow them to practice money and sorting skills.

**Water Cooler Environment Maintenance:** Collaborating with Boston Higashi School’s maintenance department, our students replace water cooler tanks, paper towels and plastic cups. In addition, they are taught to be aware of excessive water in the water trays. These responsibilities expose our students to a variety of vocational opportunities and choreograph working routines in familiar settings.

**Higashi Store:** During the special school events, throughout the year, our students open and manage the store, selling artisan ceramic products, collectable annual T-shirts, our own lavender soaps, and other novelties. This enhances money mastery, shop-keeping/management, packaging and shipping, and social skills through customer interactions and service. Our students derive great pride from selling the wares.

**Off-Campus Employment Education: Emergence**

All students in the Emergence Program will work toward obtaining community employment. Exploration is the first step in the employment seeking process. Students may visit companies and local businesses in order to gain background knowledge about various jobs or occupations. Students may then participate in job shadowing and volunteer work to encourage hands on experiences without the commitment of full employment. Once a student has a foundation of experiences he/she is better able to tailor his/her likes and dislikes and train for a job in a preferred field. Each step in the employment process is carefully planned to ensure a student’s success. Students are scheduled to work on a part time basis and gradually increase their hours and responsibilities over time.

Boston Higashi School Employment Education teachers work to develop a team environment at each work place to the greatest extent possible, cognizant of the level of involvement for each employment site varies. For instance, students who work delivering newspapers have less opportunity to interact with co-workers than the students who work in a kitchen at a restaurant given the pre-existing environment. It is essential that the teachers educate the co-workers so our students can be viewed as contributing members that may be relied upon and to have the same high expectations for them. Everyone within the work environment has opportunities to be both educator and learner. As important as the student-teacher
relationship is for educational change and development, student-coworker relationships are vital to support employment education and future success in the community. Securing employment and providing a variety of community experiences builds a strong educational and practical foundation for the students as adults.

As students attain employment, they increase their educational opportunities and independence in the community. Some of the activities will include learning to open and maintain a bank account, mailing letters at the post office, buying clothes for a new job or purchasing lunch at a cafeteria or fast food restaurant. Many of these opportunities are carried out at the residence where the students are learning to shop on the weekends or evenings or go to a restaurant or movie. Approximately half of the Emergence Program students are employed by local businesses and earn minimum wage or more and this number continues to grow steadily every year. The employers associated with Boston Higashi School are extremely supportive of the Emergence Program students and appreciate their commitment to hard work.

Boston Higashi School students who hold employment positions before graduation will be encouraged to maintain their positions after graduation if possible. These positions are not “owned” by the school. Students graduating from Boston Higashi School will transition from school to adult life with many work skills and community experiences. The students graduate with an employment history, including a resume and employer references or letters of recommendation. These tools will enable the students to secure employment positions competitively in the future.

**Boston Higashi School Employers**

**Chartwells, Randolph, MA**

Students are employed by the Boston Higashi School’s own food service provider. They are involved in the daily preparation of lunch in the cafeteria, which serves more than 150 meals each day to students, staff, and guests. Since 2011, students have organized the inventory of food items in the stock room.

**Corcoran Jennison Companies**

Established in 1995, the students work on building maintenance vocational tasks at Queen Anne’s Gate apartment complex in Weymouth, MA. Job tasks included cleaning the workout room and equipment, vacuuming residential building hallways, laundry room, and the tennis court. Our students are also responsible for general landscaping of the grounds and maintaining the interior cleanliness of several apartment buildings.
Established in 2001, student employees work in housekeeping, room service, landscaping, and kitchen sites in the hotel facility. The Employment Education teachers provide close supervision and act as a liaison between students and hotel staff. This experience expands future jobs in the hotel business.

Source One Financial Corporation (Norwell, MA)

Source One is a financial company for automotive loans and is located in Norwell, MA. At this job site, our students benefit from working in the business office, obtaining the aptitude of data management on computer, and acquiring office skills and interpersonal experience. Our students mainly work on scanning and storing documents in a computer storage unit using the software, eFileCabinet. This job site has been established since June 2015.

Snappy Ramen (formally Snappy Sushi, Somerville, MA)

Snappy Ramen is an artisan, Kyoto-inspired Japanese ramen noodle restaurant, formally know as Snappy Sushi at Davis Square in Somerville, MA. Our students are expected to develop an aptitude for the food business industry through dining-room preparation, food inventory, kitchen work, waitperson’s tasks, and building maintenance. At this job site, our students uniquely obtain the necessary job skills using an iPad® to adapt menus as well as tradition food service experiences. This job site was originally established in 2009 and transformed to a Ramen noodle restaurant in September, 2013.

Community Landscaping

A seasonal job-site where students work along-side a job-coach in a 1:3 ratio to perform basic landscaping tasks such as weeding, raking, pruning, and general upkeep of local residential properties. Currently there are 20 regular customers. Advertising is done by word of mouth.
Boston Higashi School Volunteer Positions

Meals on Wheels - Milton, Quincy, Randolph, MA
Working alongside elder volunteers, our students assist with the preparation and packaging of lunches. After the meals are ready to be transported, job coaches and students deliver the meals to those in need at over forty homes throughout the community. This affords the students great opportunities to interact with the customers and establish their social connections while increasing their traffic awareness and vocational readiness for delivery business. This job site was established in 2004.

Established in 1997, this employer gives the Boston Higashi School students long-term vocational opportunity in a full food-preparatory situation. The head chef, his assistants, and the Boston Higashi School Employment Education staff work closely with the students. This job site is positioned as the entry-level-community-based job site for the students to transition from on-campus sites. It is located right next door.

Brockton Hospital offers our students an excellent opportunity to generalize skills they have developed at school to a community work situation. Many of the on-campus job sites such as laundry, cafeteria work, and clerical work can be found at Brockton Hospital. Students derive many benefits from this job site, which began in 2004.

The students work in a food pantry section of this volunteer site in Brockton assisting with the stocking and organizing of shelves with non-perishable food items. The students are able to work side-by-side with Salvation Army employees and volunteers. These food items are then made available to the community free of charge and serve as many as 100 individuals in need. Additionally, during holiday seasons the students participate in creating decorative food baskets.
Toll Road Truck & Trailer Corporation of Massachusetts is one of the leading truck equipment distributors in Southern New England. They specialize in supplying and installing quality products from over 35 major manufacturers. They are located in Whitman and East Bridgewater, Massachusetts. Our students’ main job is to use safe hydraulic sanders to prepare vehicles for painting. They are responsible for putting on all safety gear, sanding specific areas, changing sandpaper discs, and cleaning up once finished. Higashi students are familiar with using sandpaper due to experience with Ceramics on-campus job site. They complete these tasks in a garage bay apart from other work areas (welding, detailing, grinding). The vehicles worked on vary from town maintenance vehicles to trolley buses.

Milton Hospital offers our students access to high profile volunteer positions. Currently they deliver mail to every office in the hospital. Here, they greet co-workers and clients and offer assistance whenever possible. They also clean the cafeteria, collect trays throughout the hospital, recycle boxes and organize magazines in waiting rooms. In the Central Supply Room, the students are expected to de-lint and fold surgical linen. Wearing a scrub is required in the area, which makes our students feel professional.

Beginning in 2009, the Boston Higashi School adopted trails at Blue Hills, located in Milton MA, We help with the maintenance and clearing of trail paths. Students work in conjunction with the Friends of Blue Hills Adopt-A-Trail Program and the Department of Conservation and Recreation with the upkeep of the local hiking/walking trails throughout the Blue Hills area. Skills include raking, weeding, pruning and trimming the overgrowth within the forest. Our task is to keep trails safe and clean for joggers and hikers. Instructed by BHS teachers who have been professional trained in trail maintenance from the Friends of Blue Hills staff, our students are motivated to accomplish more look toward expanding their work to help with other areas of maintenance throughout the park.
RESIDENTIAL PROGRAM

“Daily Life Therapy® can be said to be the obtaining of a deep understanding of the individuality of an autistic child through the growth of that child during the 24 hours of each day. The giving of special training according to a minutely worked out plan to strengthen those areas in which growth had lagged behind, and thus causing the child to overcome disability by their own strength so that they can stand on their own feet in general society.”

~ Dr. Kiyo Kitahara

The purpose of the Boston Higashi School Residential Program is one of education, teaching daily living, community and social skills to Higashi students through the utilization and adoption of the pedagogical techniques of Daily Life Therapy®. The residence operates at two levels of programming, that is, 304 and 365 days respectively as determined by a student’s IEP. In order to provide residential programs that are individualized and address the age and capabilities of each child, activities are selected that allow the child to experience maximum success and to challenge his/her level of competency. This is accomplished by the careful introduction of increased degrees of difficulty in various residential/educational activities and the selection of student groupings that allow each child to experience a balance between educational challenge and emotional support. Utilization of the group fosters interdependence with the ultimate result of personal independence. Through group activities the students are taught to cooperate with each other and to develop skills to benefit from each other.

The residential curriculum covers life skills, leisure/recreation and community skills. Social skills and communication are also fostered in the residence through a variety of approaches, including utilization of technology, visual supports, and embedding them within routines and activities. The life skills domain includes dressing, showering, brushing and flossing teeth, daily chores etc. Also included are eating, toileting and sleeping domains. Learning independence in self-care creates mastery and a sense of self-pride, which encourages our students in all facets of learning. The residential program also offers a wide range of recreation and community activities. These programs provide students with opportunities to expand their interests, participate and socialize with their peers, develop functional capabilities and basic concepts about the world. They also expand their imagination and communication as well as learn problem-solving skills that form and develop a solid foundation for learning. Thus, they acquire the abilities to contribute to the community as a whole. The repertoire of skills addressed include:

**Life Skills**
The teaching of life skills in a systematic and developmental way is a fundamental aspect of the curriculum at the residence and all students are held to high expectations for better learning outcomes. The goal is to establish individual independence and dignity. Gaining independence in self-care skills creates a sense of pride that motivates each child in all other area of learning. The following life skills sub-domains are covered:

**Initial Stage Guidance:** Dr. Kitahara believed that learning self-regulation and self-care provides the foundation for independence and dignity. The residential curriculum, therefore, focuses on what she called “initial stage guidance” covering the regulation of the basic biological rhythms of life, such as, eating, toileting and sleeping.
**Dressing and undressing:** The scope and sequence of skills are tailored towards fostering independence with regards to dressing and undressing skills. Skills such as being able to identify the front and back as well as inside and outside of clothes, matching socks properly, buttoning and unbuttoning shirts or pants, tucking in shirts to pants, fixing the collar of a shirt appropriately etc. Students learn to identify the right and the left shoes and to independently tie shoelaces. They also learn to check their appearance and to maintain neatness and cleanliness at all times, including dressing for work, formal events, etc.

**Eating:** Students learn to eat a variety of nutritious and healthy foods. They learn to use the appropriate utensils according to the food served, for example, holding the fork properly to gather food, using a knife to cut food into proper sizes. They also learn to use a napkin to maintain a clean appearance while eating, eating food at the appropriate pace as well as cleaning up after their meal. They learn to generalize these skills in the community when they go for out-to-eat trips in different types of restaurants.

**Toileting:** Students learn how to ask or identify their bathroom needs, use the bathroom facility independently or with little assistance and clean themselves after each use. They also learn to wait for their turn to use bathroom. Boys learn from an early age to choose the urinal or toilet appropriately. Students learn after-bathroom use skills such as, proper hand washing, drying hands, applying lotion to hands etc. Teaching toileting skills is carried over from the day to the overnight hours with the instructors keeping in mind the toileting needs of each student such as remaining dry throughout the night. Overall, the residence has been very successful in teaching toileting skills.

**Brushing and flossing teeth:** The goal is to ensure the students gain skills to maintain good oral hygiene at all times. They are taught to follow the pre-determined sequence for brushing including preparing the toothbrush and toothpaste, brushing thoroughly, switching sides while brushing, and rinsing properly. They also learn to floss their teeth as well as appropriate use of mouthwash. A variety of systematic approaches are utilized to ensure students master all the requisite skills.

**Showering:** Students learn to follow the pre-set showering routine. Most of the students quickly learn and are able to adjust the water temperature on their own, wash/rinse their hair and wash their body independently. The shower routine also covers drying their bodies thoroughly following the predetermined sequence as well as applying lotion and deodorant. Students learn to set and clean the environment at both the beginning and end of the showering process. Students learn to brush their hair after a shower as part of the grooming routine. They also cut their fingernails and toenails at least once a week or as appropriate. Girls learn grooming skills such as styling their hair, polishing their nails etc.

**Sleeping:** Students go to bed between 8:30-10:00 p.m. every day depending on their divisions. Daily activities are structured in such a way that they prepare students for sleep as a part of maintaining a good rhythm of life. The students are actively engaged throughout the day and activities slow down after dinner with students engaging in a variety of leisure activities that prepare their minds for bedtime. They learn bedtime expectations such as remaining silent in bed through bedtime rules, which reinforce positive behavior.

**Homework:** Students do homework every evening at the residence, mainly focusing on math, reading, and writing. The homework aims at supplementing what the school does during the day in a homelike setting within the residence. The students continue to benefit immensely from this program, which is implemented by residential staff and master teachers, working closely with division directors and the Residential Academic Director, in collaboration with the Director of Curriculum and Training and classroom teachers.
Daily chores: Students engage in a variety of daily chores, such as doing their own laundry, bringing dirty clothes to the laundry room, putting their laundered clothes into designated cabinet shelves and drawers, preparing a set of pajamas for the night and clothes for the next day, and making their beds. They are also engaged in other daily chores such as changing their bed linens, vacuuming their living spaces, watering plants, washing their hygiene baskets, among many other related tasks. During each activity, each student learns in a structured manner to follow the sequenced routines.

Vocational Activities: The students participate in a variety of vocational activities as a prerequisite to employment education opportunities. The goal is to complement the school’s employment education department. Students engage in vocational activities such as cafeteria set up, culinary arts, movie theater set up, recycling, clerical activities, auto detailing, baking, gardening, and many other activities. The employment skills gained have served to introduce our students to the world of employment.

Community Involvement
Community involvement ranges from everyday activities such as shopping, library visits, restaurant outings, swimming, and bowling to field trips, scheduled every weekend, which are coordinated by the Residential Directors in charge of Administration, Program, Academics, Division Directors and Recreation Coordinator, and include many seasonal events such as apple picking, watching parades, and viewing holiday decorations. The students learn in a structured way to integrate in the community and to transition smoothly to and from each destination, including independent use of a seatbelt. Each student is taught to follow safety and emergency directions while crossing the street, among other requisite skills, which are part of the residential curriculum.

Recreational/Leisure Activities
In the residential program, the students engage in a variety of recreational and leisure activities, such as music, art, culinary arts, reading favorite books, rollerblading, swimming, computers and enjoying age appropriate movies, during structured group and individual leisure times. Recreation/Leisure activities are also an integral part of the key residential events such as, dance parties, Fun Day and Family Day etc. The Recreation/Leisure Curriculum is developmental and learning follows the natural sequence while building a strong foundation for social skills and relationships.

Activity Leaders
To ensure systematic and effective implementation of the residential curriculum, highly qualified activity leaders are in charge of various key areas of the curriculum. These include, physical education, art, recreational music, social skills, communication and technology as well as vocational education. Their roles are designed to nurture students’ talents and maximize on their best efforts. They work together with residential teachers, their master teachers and directors in developing and implementing high quality, age appropriate and fun activities. They also foster collaboration between the day and the residential program for the benefit of the students.

There is strong emphasis on communication between the Higashi day program and residential program staff. Communication between the day and residential programs is greatly enhanced because the location of the residence is the on same site as the school. All staff have the opportunity to communicate not only electronically but also face-to-face to discuss student issues, plan interventions, and to solve problems. Day and residential staff have a clearer view of all segments of the students’ lives, 24 hours a day.

Yearly, monthly and weekly plans are created for the residential students to elaborate and reinforce the school curriculum, as well as provide a well-rounded home-like environment. Activities are planned to

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provide for students’ individual needs. The weekly plans are carefully coordinated with the Directors to ensure the optimal amount of integration into the community.

The atmosphere at the residence is home-like with a strong educational base. Residential instructors, Assistant Master Teachers, Master Teachers, Activity Leaders, Division Directors, Asst. Director of Residence, Residential Academic Director, Residential Program Director and the Residential Administrative Director, all work together to create a warm, but structured environment so the students get a consistent 24-hour education. Everyone who works at the residence is given an orientation and monthly in-services on Daily Life Therapy®, safety, wellness and on the latest teaching techniques, policies, etc. In addition, each division of each shift meets daily at a formal meeting to plan implementation of instruction. The best possible care for the students is every staff’s primary goal.

Parent involvement is a key element of the students’ program. Parents are encouraged to regularly call and speak with their children, visit when possible, engage in IEPs and side-by-side training with the residential teachers, correspond through the mail or electronically and send family pictures. Open Houses are scheduled throughout the year for the purpose of parent training, observation and involvement. Additional parent training is available to those who request and schedule it through the Education Office.

The residential staff work together to create IEPs that correspond with the school’s IEP, as well as in the areas of self-care and recreational community outings. The Residential Administrative Director, Residential Program Director, Residential Academic Director, Assistant Director of Residence, and Division Directors, meet daily to discuss student issues and to ensure efficient operation of the residential program.

In summary, the goal of the residence is to provide development in independent or assisted living skills and social areas in order to facilitate a smooth transition to the students’ homes, communities and schools. The residence is a starting point for optimizing life-long inclusion in the community and not a place to provide long-term living arrangements.
PARENTS & STAFF PARTNERSHIP

Parents’ Expectations, Responsibilities & Support

“The cooperation of parents and teachers nurturing a child’s spontaneous desire to learn is necessary.”

~ Dr. Kiyoko Kitahara

Daily Life Therapy® is an educational approach that focuses on student learning 24 hours a day. It emphasizes stabilizing daily routines in order to maintain a balanced daily rhythm of life. Areas of growth for individual students will be addressed daily using repetitious practice until the respective goals are accomplished. Our philosophy promotes the belief that as one learns to overcome difficulties and becomes self-sufficient, one can function as a true member of his/her family and community.

Expectations

The Mission Statement of the Boston Higashi School states in part, “The purpose of our educational approach is for children to achieve social independence and dignity”. A close partnership and collaboration between parents and the school/residence is essential to the student’s growth and progress. The school/residence and home must have the same expectations to help students grow to their full potential.

The family is the critical element of influence on the child’s life-long development. Student progress is optimal when parents and teachers work together to provide the best quality of life for the children. Parent involvement is essential for happiness and learning. Parents are expected to participate in training and collaborations, attend school events and maintain ongoing and open communication with Boston Higashi School staff. This enables parents to support and carry over the key elements of Daily Life Therapy® thereby promoting independence and building confidence and competence in children.

The goal for all students and their families is to experience a high quality of life. We expect our approach to be followed through at home so that the child will receive consistent guidance throughout the day and night. With this in mind, the Boston Higashi School has developed a process for parents to become closely involved with their children’s education, and for the teachers, Case Managers and Master Teachers to assist and support families at home.

Parents’ Responsibilities

The initial relationship between the family and school begins during the admission process through the sharing of information, letters, records, videos, interviews, on-site visits, evaluations and discussions with the Admissions Committee. Upon admission parents or guardians will have the opportunity to meet with staff to discuss their child or the program. During this time a complete orientation to the school and residence (if applicable) will be conducted. A staff member will contact the parents via telephone to discuss the student’s adjustment at the school/residence. Follow-up will continue as needed.

Communication Between Staff & Administration

At the Boston Higashi School, the Principal and Administrative Staff interact with students on a daily basis in many ways, such as greeting students upon arrival, visiting class lessons, observing group assembly and participating in school—wide events with students and their families. Knowing the students well allows for a successful and open rapport between Administration and Staff.

Administrators guide the staff in all phases of Daily Life Therapy® methodologies. The Division Directors along with the Master Teachers advise teachers on the tenets and implementation of Daily Life
Teachers communicate and report to them on a daily basis. The Division Directors in turn report to Administrative Staff daily and in the formal meetings of the Program and Child Safety Committees.

Similarly, Residential Instructors meet daily to report on their students’ condition to their Master Teacher, who in turn, report to the Division Directors, Assistant Residential Directors and all information is shared and provided to the Residential Director.

The Residence and School Staff maintain close communication through daily communication logs, and direct reporting during transitions to and from the residence and school. The Administrative Staff review all student communication logs.

For communications between parents, school liaisons and others, all staff writes a summary of important telephone calls, written notes or meetings on a Communication Form (C-Form). This information is shared with Administrative Staff, Teachers and with members of Program Committee.

**Communication with Parents**

Ongoing communication between the parents and Boston Higashi School is the cornerstone of the parent/school partnership. The school website has updated information posted throughout the year. “Higashi Highlights”, the school newsletter is published quarterly and is distributed to parents, districts and friends of the school.

The Daily Life Therapy® Guidelines are given to parents/guardians at the beginning of each school year. Boston Higashi staff will discuss the goals for the academic year and explain the policies listed in the Daily Life Therapy® Guidelines in general. However, it is the parents’ responsibility to thoroughly read and become knowledgeable about all the details within the guidelines book.

The School Activity Schedule is distributed monthly to all parents and staff. It consists of the monthly goals and a calendar including upcoming events for the month.

**Daily Communication Notebook (Day Students Only)**

A daily journal will travel back and forth between the school and the home for all day students. The teacher will report about the activities of the day and include any special notes about the student. Similarly, parents are expected to write daily about their child’s condition at home. This log is vital in keeping the teacher updated about the students. Parents are expected to write about daily events either positive occurrences or difficulties no matter how insignificant the event may have been. Early detection of difficulties are easily resolved and larger problems are prevented in the future.

**Phone/Email Updates**

Both the school and residence are committed to maintaining a meaningful dialogue between the parents and Higashi staff. Teachers and residential instructors are happy to speak with parents when they are not working with the students.

Please call 781-961-0800 and you will be directed to either the day or residential program.

**Day Program**

Parents, who wish to speak with their child’s teacher, may leave a message with the Education Office, or call after 4:15pm to speak directly to the teacher. Parents may also direct questions or concerns to their child’s case manager.
Residential Program
Telephone calls between parents and children are part of the educational process and serve as a tool in learning an important life skill. Therefore, in order to best foster this skill, we request that phone calls between parents and children be kept to an appropriate length of time. This will allow as many parents as possible to communicate with their children. Telephone calls via video phone/computer are now available upon request. It is requested that parents call in the evening after 7:45pm following dinner and shower time. You can arrange a convenient time to call by speaking with your child’s instructor.

The staff is available to discuss a child’s progress or to address questions. Parents may call the residence to speak with staff after 9:00pm. Residential Instructors and Master Teachers cannot be called away from their student groups. The Director, or the Supervisor on duty, will accept your calls. If you would like to speak with a specific Supervisor, Master Teacher or staff person, leave a message with the receptionist and the staff person will return your call as soon as possible.

Particularly for parents who live long distances, the staff will arrange to contact the parents to provide, updates on their child’s progress, review plans and goals for visits/vacations and review information.

IEP Meetings
Individualized Education Program (IEP) meetings are held annually, and re-evaluations are completed every three years. IEP meetings will be initiated by the school district and the educational plans will be established within the framework of Daily Life Therapy®. Progress reports are sent to parents and school districts three times a year. Students 14 years or older may be invited to participate in TEAM meetings.

Parent Training
Boston Higashi School is invested in helping parents support learning at home. Research regarding the effects of family involvement on educational outcomes has shown that parent involvement makes a difference in children’s achievement. Every family functions as a learning environment, which means that the family makes critical contributions to a child’s successful growth and development. When parents have high expectations for their children and understand the fundamentals of Daily Life Therapy®, they are supporting their child’s success at school. The founder, Dr. Kitahara was a firm believer in ensuring that the parents and teachers of each child worked in solidarity to support the unique learning style of every student. Communication and collaboration are essential for us to support our founder’s mission.

In order to facilitate the home-school connection, a variety of interactive parent trainings are offered at Boston Higashi School. These programs are conducted in a variety of formats including panel presentations, workshops, hands-on trainings and participatory events such as school festivals and celebrations. These training workshops are one avenue to assist the parents with skills and strategies to help their child generalize skills learned at school to the home environment. In addition, other avenues to support the parents are home visits, targeted individual observations, and on-going focus group meetings to explore and develop in-depth understanding about specific areas of interest.

**Attendance is strongly encouraged for the monthly parent trainings.** Parent participation sends the message that school is important and the work children do there is worthy of adult attention. Parents are valuable allies and increasing and enhancing our partnership with them is a goal Boston Higashi School is committed to achieving. The students, the families, and the school will benefit if the parents are supported in establishing environments that foster their child’s growth and development using the methodology of Daily Life Therapy®.
Sibling Programs
We offer programs for the siblings (age 6 and up) that support family cohesion and functioning. Programs are interactive and provide information to promote understanding and support for their sibling. Activities also encourage support and friendships from their peers.

Open Houses, Sports Day, Annual Celebration, & Other Activities
Open Houses are held monthly for the public. Interested individuals may visit the school from 10:00am to 12:00 noon on these designated days. Tours of the residence are also available at that time upon request.

Special events such as Sports Day, Annual Celebration Bon Dance are planned throughout the year. Events are designed for participation and enjoyment by the whole family. Parents are strongly encouraged to join their children since these activities are an important part of their education. All major events are listed on the school calendar and they are important components to successful parent training. Students look forward to these events and seeing their parents. If parents cannot attend one of the events, they should notify the Education Office so that the classroom teacher can prepare their child and inform him/her of the next scheduled visit. All school events are important components to successful parent training.

Classroom/Residential Observations
The Parents’ Open House and special events are scheduled for parents to see their child involved in class or residential activities. Parents are welcome to visit the residence or school at any time, such as before an IEP meeting or before vacation or if there is a specific skill or activity that they would like to see. Parents are requested to call the Education Office to schedule a visit. A planned visit is crucial to eliminate any disruption or confusion to the student’s routine and to prepare the student well by maintaining consistency.

Student Mail
All parents are welcome to send letters and packages to their child. All mail will be given to the children upon receipt and a staff member will assist the child as needed in opening and reading the mail.

Individual E-mail Accounts
Students may be given an Individual E-Mail Account when they demonstrate the skills and when the use of E-mail is deemed appropriate and beneficial for his/her educational advancement.

Weekends (Residential Students)
Parents are encouraged to visit or take their child home during the weekends. Boston Higashi School will assist by preparing the child for weekend visits. If the parents’ schedule changes, it is important to let the school know so that the child will not be disappointed. Please contact the Education Office with changes during weekdays, or the Residential Supervisor on duty during weekends. Weekends should be seen as a time for parents to enjoy their child and to include him/her in family activities. It is also an opportunity to prepare for the longer vacations, to try out new activities or relax together. Upon return from a weekend visit, please complete the Student Weekend Report. (See below).

Student Weekend Report (Residential Students)
This form must be completed by all parents upon their return from a visit with their child. Information should include the kinds of activities the child participated in and how he/she did including successes and difficulties. If attention can be given to the small difficulties larger problems can be prevented in the future. The school and residential staff will help with planning for weekend activities and offer support if needed. (Refer to “Student Weekend Report”)
Home Visits
Home visits are provided by the student’s teachers/Case Managers for families as needed. The purpose is to help identify areas of difficulty and offer suggestions and support to the students’ families. Home visits need to follow in sequence with training at school and follow through is an on-going collaborative process between day and home.

Vacations
In order to help students maintain structure and routines, the school also offers a vacation program during school vacations. Our vacation program is approved by the Randolph Public Health and is run by BHS staff. Students participate in vacation day programming as determined by their IEP, or privately funded by parents. All parents are encouraged to plan ahead for the vacations, including preparing a daily schedule, planning special activities and discussing the vacation period with the child’s teacher before it begins. Weekend visits prior to vacation are an excellent way to prepare for the vacations.

Planning for Vacations
Boston Higashi Staff encourages parents to spend weekends, holidays and vacation time with their child. Parents should either fill out a “Request for Visit” form or communicate to the Education Office/residence 2 weeks prior to the date of picking up the child so that the residence has time to pack requested items. *If we do not hear from you about the items to be packed, the residence will automatically pack for 3 days.*

If parents have concerns about the vacation, they may contact the school in advance. The Division Director/ Master Teacher, Case Manager and Classroom Teacher will discuss how to prepare for the vacation and help on weekends if needed to prepare for the vacation. Some families may feel that they need additional support during vacations. Parents may want to try a new activity that requires help or they may ask for help during a specific difficult time during the day. Boston Higashi School will provide training to respite care workers or provide family training, but will not directly provide respite care to families during the vacations.

Families should contact the school in advance if they have questions about the vacations. Parents from outside of Massachusetts can visit the school and residence during the semester to observe their child’s progress and to learn how to work with their child. Staff will help parents plan a schedule for the vacation and answer any questions. Please refer to “Additional Services”.

Flight arrangements should be made early enough to insure that students are picked up at the conclusion of all school activities, and returned to the residence or school at the designated time. Dates and times of departure and return to school are listed in the calendar one year in advance. Please understand that the Boston Higashi School and Residence comprise an educational program that requires a great deal of effort and enthusiasm on the part of the parents and teachers. The goal is for the student to return to his/her family and local community, generalizing skills learned at Boston Higashi School.

Directory Information
The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that The Boston Higashi School, with certain exceptions, obtain your written permission prior to the disclosure of personally identifiable information from a student record. The primary purpose of directory information is to allow Boston Higashi School to include certain information about a student in school publications, such as the school Newsletter, website and special event programs.

The Boston Higashi School will notify parents annually regarding their rights with respect to the release of directory information. *If parents DO NOT WANT Boston Higashi School to release directory information from their child’s education records without your prior consent, they must notify the school in writing by October 1st.*
Parent Complaints
Parents are encouraged to keep on-going and open communication with their child’s classroom teacher in order to resolve issues as they arise. Classroom teachers, Case Managers or direct care staff will consult with the child’s Master Teacher to resolve an issue and will respond to the parent within 1-3 days depending on the nature of the concern. If the parents are not satisfied with the feedback from the classroom teacher, Case Manager and Master Teacher they may take their concerns to the Division Director and/or Director of Special Education. A response will be made within 1-2 days. If the issue is still not resolved to the satisfaction of the parent, the complaint(s) will be brought to the attention of the Director of Special Education, Principal and/or Executive Director, as needed, and a TEAM meeting will be called to work with the school district and any other agencies to support the resolution of the issue.

Parent Association
The Parent Association meets regularly to plan activities and support for school events. All association meetings are listed in the annual calendar and are open to all parents. This is a great opportunity for parents to get to know each other and develop supportive relationships.

Policies & Procedures Manual
The Boston Higashi School Policy & Procedures Manual, as required by the Massachusetts Department of Elementary & Secondary Education is available in the Education Office for parents to review upon request.
### REQUEST FOR VISIT (EXAMPLE)

**Name of Student:** “Student X”

<table>
<thead>
<tr>
<th>PICK UP</th>
<th>RETURN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 9/11/2015 (Friday)</td>
<td><strong>Date:</strong> 9/13/2015 (Sunday)</td>
</tr>
<tr>
<td><strong>Time:</strong> 3:30 am</td>
<td><strong>Time:</strong> 7:30 am</td>
</tr>
<tr>
<td><strong>Place:</strong> School</td>
<td><strong>Place:</strong> School</td>
</tr>
</tbody>
</table>

Please check: ☑️ by Parents  OR  ☑️ by Parents  OR  ☐️ by Transportation

**Item(s) requested:** 2 sets of pants and shirts, 2 sets of underwear and socks.

**REMARKS** (additional information): *pick up and return by transportation.*

**Please write where we can reach you during your stay in Boston:**

**Name of the Hotel:** Comfort Inn, Randolph  
**Tel:** 781-961-1000

**Signature of Parent(s):**

**Name of Student:**

**REMARKS** (additional information): *pick up and return by transportation.*

**Please write where we can reach you during your stay in Boston:**

**Name of the Hotel:**

**Signature of Parent(s):**

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**REMARKS** (additional information): *pick up and return by transportation.*

**Please write where we can reach you during your stay in Boston:**

**Name of the Hotel:**

**Signature of Parent(s):**
**Student Weekend/Home Visit Report**

Student’s Name: ____________________________ Date: ____________________

By: Parent(s) ____________________________ Other (Please specify): ____________________

How was your visit? (Please circle one):

Great  Good  Fair  Difficult  Other

Please give a short description of your visit:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you have any issues you would like to discuss with your child’s classroom or residential teacher?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you have any ideas to improve for the next visit?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you have any plans for the next visit? Would you like us to discuss them with your child? (Please circle one) yes no

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
COMMUNICATION FORM (C-FORM)
(Meetings, Conversations, Telephones, Letters, etc.)

Name of Student: ________________________________________________________________

Source of Information: ___________________________ Date Obtained: ________________
(Meetings, conversations, telephones, letters, etc.)

Name of the Staff: _______________________________ Date Written: _________________

Contents:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Read by: (supervisor) _________________________________________________________

Comments: __________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

cc: Program Committee Members,
VISITOR MANAGEMENT PLAN GUIDELINES

Boston Higashi School follows the following guidelines to ensure the safety.

1. All visitors to BHS must check in at the school or residential reception areas.

2. Everyone will sign in and receive a visitor pass:
   a) Family (green)
   b) Visitor (yellow)
   c) Contractors (red)

3. Visitors will wear this pass during their entire visit on campus.

4. The receptionist will notify staff that their visitor has arrived.

5. At the completion of the visit, the visitor will be escorted back to the reception area, return visitor pass, and sign out with receptionist.

6. BHS staff will notify the receptionist if they observe an individual on campus without a visitor pass. That individual must be escorted directly to sign in at the reception area.

7. BHS staff will not allow any visitor to proceed through secure areas (locked doors) without a pass.

8. All visitors will need to sign in and out, but if they do not leave the immediate reception areas they do not need a visitor pass, i.e., IEP meetings held in the small/large conference rooms, waiting in the Marble Hall lobby, etc.

9. The day student entry doors will only be used for student arrival and dismissal. Transportation workers can access that entry area during their scheduled drop offs and pick ups, i.e., bathroom use. Parents picking up or dropping off their child between the posted hours 8:15 -9:00 AM and 3:15-4:00 PM may also access this area. If a parent has any other business at the school during this time (going to the health room, education office, etc.) they must sign in at Day Reception Desk and receive a parent visitor pass. At all other times please use the main entrance. Any other visitors at that location will be redirected to the main reception area for entry.

10. Special Circumstances: Individuals that regularly come to campus with a predictable and identifiable purpose i.e., Food deliveries to the kitchen, Poland Springs delivery, WB Mason delivery, the Rabbi, pharmacy deliveries, etc. will be exempt to these guidelines at this time. The BHS school department (kitchen, health room, business office, etc.) associated with these visitors will be responsible for them while they are on campus.
RESEARCH SAFEGUARDS

Boston Higashi School is very selective in the research in which it participates. Any research that is conducted using our staff, student population, parents, families, alumni, and others who may be affiliated with the school is carefully considered. Researchers must submit their proposals to the BHS Research Team for prior approval.

We may encourage parents to participate in those select research projects that we deem to be the most important or of greatest interest to parents. Boston Higashi School seeks to assure that student identity and privacy are protected throughout all phases of research.

Informed permission/consent is obtained from appropriate parties prior to research participation. A statement of the purposes, methods, degree and type of participation required for such research must be provided for informed consent. Written research authorization is required and a copy will be kept locked separately, not in the student’s education record.

Participation in any research is completely voluntary. Refusal to participate and/or withdrawal from the study at any time will have no negative implications for the student. A student’s participation in follow-up studies or other research requiring individual contact or re-contact is also completely voluntary. Continuation of service is not dependent on participation and the informed parental permission and student consent must again be obtained.

Parents and students will be informed of all potential risks and benefits that are known and/or expected from the research in order to be able to make an informed decision about their participation. If at any time it is felt that there is any risk to a student from the research, the parent and student will be informed and participation halted to allow for further consideration by the family. There is never any consequence to the student or family in their relationship to the Boston Higashi School from withdrawal from a research project at any time.

Individual student research may be conducted in private settings when necessary in order to limit educational disruptions. Classroom teachers will be generally informed of research to be conducted at school but will not have access to research data in detail. All research evaluations are completed without disclosing student’s full names to further ensure confidentiality. Students are assigned identification numbers by the researcher and these are kept on file separately from the research data. Only first names are used when researchers interact with students directly and only the identification number is placed on written data.

Researchers conducting research at Boston Higashi School will be informed of and required to sign a written agreement to abide by the Boston Higashi School’s student confidentiality and safeguard policies.

Research conducted by Boston Higashi School staff for programmatic purposes will follow the same safeguards, modified as necessary regarding student identity, but maintaining confidentiality of data.
OTHER INTERVENTIONS

If you wish to have your child involved with approaches beyond the scope of Daily Life Therapy®, it will be necessary for you to read this policy statement and subscribe to the conditions set forth. Please understand that your signing this form does not require that we are directly involved in the treatment or intervention requested.

In signing below, you hereby acknowledge that the fundamental mission of the Boston Higashi School is educational, and that Daily Life Therapy® is the clearly prescribed methodology based upon specific premises developed by Dr. Kiyo Kitahara, and that the Boston Higashi School may agree to respond to the requested treatment only as an accommodation to your specific request.

BY SIGNING YOUR NAME BELOW, YOU AND YOUR CHILD HEREBY RELEASE THE BOSTON HIGASHI SCHOOL, WHO MAY ASSIST IN THE INTERVENTION, FROM LIABILITY FOR ANY ADVERSE EFFECTS OF THE TREATMENT OR FOR ANY COSTS OR INJURIES (EMOTIONAL OR PHYSICAL) THAT MIGHT BE INCURRED IN CARRYING OUT THE TREATMENT, INCLUDING ANY TESTING THAT MAY BE NECESSARY OR DESIRABLE IN CONNECTION WITH THE TREATMENT. ALL REQUIREMENTS DURING THE PROCESS INCLUDING TRANSPORTATION OR PRE-TESTING BUT NOT LIMITED TO THE AFOREMENTIONED ARE NOT THE RESPONSIBILITY OF BOSTON HIGASHI SCHOOL.

In signing your name below, you acknowledge and agree that it will be necessary for you to arrange for a practitioner to describe in writing: (a) the benefits to be expected from the treatment; (b) potential adverse side effects to the treatment, including any recommended monitoring, (c) the specific treatment plan to be conducted, the frequency and the duration of treatment; and (d) a detailed plan to monitor any possible benefits or adverse side effects.

In signing your name below, you acknowledge and agree that it may be necessary for you to arrange for your child to undergo monitoring, other necessary or desirable testing in accordance with the recommended monitoring plan at times when school is not in session and to arrange for the results of any such monitoring to be provided to the Boston Higashi School.

In signing your name below, you acknowledge and agree that the Staff of the Boston Higashi School can cease the support of other treatment at any time it appears that such treatment may be exerting an adverse effect upon the child. All reasonable attempts will be made to notify you in advance by telephone or in writing, circumstances permitting.

In signing your name below, you acknowledge and agree that the Boston Higashi School may charge you for the expenses involved in support of the treatment that is not part of services required under an Individualized Educational Plan.

Treatment _____________________________ Practitioner Title _____________________________

Signed _________________________________________ Date _____________________________

**Prior to any intervention physical testings is the parents’ responsibility.
INCLUSION

“We give them detailed guidance first and then only put them in an ordinary class when they are completely self-reliant in the things of daily life and have reached a stage at which they are able to adapt to such a group.”

~ Dr. Kiyo Kitahara

Philosophy
The promotion of life long inclusion is the ultimate goal for each of our students. Boston Higashi School’s conception of inclusion is a philosophical position rather than a placement option. There are many means to promote life long inclusion. Mainstreaming, reverse mainstreaming, community movement and employment in the work place are all avenues that Boston Higashi utilizes to ensure life long inclusion.

Mainstreaming means that a student spends part of his/her day in a regular education setting. This can be an effective method if the student is ready to perform in ways that will allow him/her to profit in a regular education setting. Dr. Kitahara explains her view in Volume One; Daily Life Therapy®:

“Frequently people have the impression that mixed education means placing autistic children in classes with healthy (typical) children from the beginning. However, we never do that. We give them detailed guidance first and then only put them in an ordinary class when they are completely self-reliant in the things of daily life and have reached a stage at which they are able to adapt to such a group. Unless this is done the autistic child is like a fish out of water. He is all confused, his emotions do not stabilize and the healthy (typical) children too are upset.”

Criteria
The criteria to determine if a student could benefit from a mainstream setting, are discussed at the annual team meeting. These criteria include but are not limited to; the students ability to maintain self control in different environments with different people, interest in other students and the ability to imitate others, independence in daily living skills and a means to communicate. Mainstreaming opportunities are not limited to those students with high academic levels or verbal ability. Mainstreaming opportunities are also determined by the school districts ability to support the placement.

Ideal learning opportunities in the mainstream setting are carefully researched. The placement must help the student to progress toward his or her optimal physical, social/emotional, behavioral, and cognitive potential through group instruction. The student must be involved in active learning experiences in a nurturing environment that encourages independence and self-esteem. The placement should be a positive, noncompetitive atmosphere that fosters an acceptance of the uniqueness of self and others. It should have opportunities for contact both socially and educationally with children from the appropriate age group. The placement should benefit the student in areas in which the student may need more stimulation, i.e. socialization or vocational training. The placement must have the ability to provide the supports and services necessary to allow continued growth of the student.

Regression can occur if there is an absence of systematic, careful planning. The student will continue to need a degree of structure regardless of his/her level of functioning. There is also the consideration of which staff are prepared to educate and support the student in the regular education classroom. Training of these public school staff can be supported at the Boston Higashi School.
Mainstreaming is most effective and beneficial when conducted in the student’s home community. Building relationships in their own community is one of the main purposes. If the student’s home community is a great distance from the Boston Higashi School the team will try to find an alternative school that would be willing to participate. Boston Higashi school continues to try to increase the network of placements in local schools each year. Although we have schools which are willing to assist, their placements may not match with the students needs, therefore, a placement is not always guaranteed. When considering the option of mainstreaming, parents must carefully investigate the long range plans for their son/daughter.

**Reverse Mainstreaming**
Reverse mainstreaming is a mutually beneficial activity for both our students and the students from a typical school when they visit Boston Higashi School. These interactions provide several opportunities; they give students the opportunity to interact with their typical peers in a familiar environment, and showcase activities that allow the Boston Higashi School students to demonstrate areas of mastery and to present themselves as people with skills not individuals with special needs. The visiting students also learn more about autism and will be more knowledgeable about human diversity.

**Community Experiences**
Community experiences are important for life long inclusion in society. Our residence provides varied and meaningful activities in the community. The students have a multitude of opportunities, including functional learning experiences, i.e., visiting the local library, shopping for groceries and experiences that promote quality of life such as attending concerts, museums and ball games.

In addition, the employment education promotes life long inclusion. Many students over the age of sixteen work in the community. Job coaches systematically prepare students to interact with co-workers at the work site.

**Life Long Inclusion**
Inclusion, in its many forms, is a philosophy that Dr. Kitahara embraced. Integration, the involvement of our students with special needs with typical peers is a methodology to enhance life long inclusion based upon the skills of the individual and the preparedness of the community.
SUSPENSION

The Boston Higashi School is committed to helping children who manifest behavioral difficulties by assisting them to remain in the school or residence while learning self-control and independence and has subsequently, never exercised the use of suspension. However, in the unlikely event that a student was suspended the school would ensure the following:

3-5 Day Suspensions
Upon admissions of a student, the private special education program provides a written policy on suspensions to the parents, and the school district and human service agency that placed the student. Such policy shall also contain the following:

a. When a student is suspended, the school shall immediately notify the parents and the public school or human service agency responsible for the placement. Within 24 hours, the school shall send a written statement explaining the reasons for suspension to the parents and public school district.

b. No student will be suspended and sent home unless a responsible adult is available to receive the student.

c. Once a student has been suspended for three (3) consecutive school days or five non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.

d. The Boston Higashi School will record and track suspensions in the same manner as student absences. The classroom teacher will inform the Education Office via the individual student attendance records. The Education Office will be the communication to all necessary parties.

10-Day Suspension
Boston Higashi School will implement the following procedures when suspensions exceeds 10 consecutive school days, or a pattern has developed for suspensions exceeding 10 cumulative school days:

a. A request is made of the student’s responsible school district to convene an IEP Team Meeting, which includes representation from the private school, prior to a suspension that constitutes a change in placement of a student with disabilities;

b. The private school participates in the Team Meeting:
   (1) to develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan;
   (2) to identify appropriate alternative educational setting(s); and
   (3) to conduct a manifestation determination (i.e. to determine the relationship between the disability and the behavior).

c. If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applies to any other student in the program. The responsible school district must, however, offer an appropriate educational program to the student with disabilities that may be in some other setting.

d. If the Team determines that the behavior IS a manifestation of the disability, the Team takes steps to modify the IEP, behavior intervention plan, and/or the placement.
TERMINATION

The Boston Higashi School does not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student.

The program has developed a written termination policy that includes, but is not limited to, the following:

a. Proposals for terminating a child will be discussed internally among members of the school’s Program Committee and Executive Committee, and dialogue will be conducted with the student’s teachers and instructors.

b. At the request of the public school district, the program delays termination of the student for up to two (2) calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student’s termination.

c. With mutual agreement between the private special education program and the placing public school district, termination of enrollment may be delayed for longer than two calendar weeks.

d. The Boston Higashi School will make every effort to continue the child’s enrollment while the LEA, the parents, and appropriate human service agency seek alternative arrangements.

e. The Boston Higashi School will facilitate the student’s transition to another placement according to the process set forth in the Transitional Planning Policy.

f. For planned terminations, the private special education program notifies the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

g. For emergency terminations, which are circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program follows the procedures required under 603 CMR 28.09(12)(b) and immediately notifies the Department of Elementary and Secondary Education. The Boston Higashi School shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the special education school shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student’s termination from the special education school program. With the mutual agreement of the approved special education school and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.
TRANSITION PLANNING

“The curriculum gains its power from the fact that teachers, children and parents share the same premises regarding the incentives for growth and development.”

~ Dr. Kiyo Kitahara

There will come a time when the young adults of Boston Higashi School will leave the school and enter the adult world. Transition, which involves moving from one stage of life to another, will be an extremely challenging event in their lives. Individualized team planning, well in advance of a transition date, is essential for each young adult. Parents and families need to play a primary role in the process of transition for their family member. It is parents who will lead the team through the course of the child’s life. Schools, staff and agencies undergo constant change, therefore it is crucial for families to stay informed on issues such as their child’s education progress, adult service programs, Turning 22 funding, transition planning and legal changes.

Transition planning can begin as early as elementary school, as parents introduce their child to activities and people in the community. When the child enters the High School division it will be important for vocational and functional curricula to be introduced. Future planning will be discussed during IEP meetings as the child moves through his/her Middle School and high school years. From the age of 14, students may become active participant in this process to ensure their interests and desires are considered. Parents, at this stage, should begin communication with their contact agent at the Department of Mental Retardation to inform them about their son/daughter.

When the student enters the Emergence division, the focus will be on employment training, community participation and functional academics. The Department of Developmental Services will be invited as a new team member to the IEP meetings, which will foster discussion around transition planning. As the student reaches the age of 18 he/she should have an Individualized Transition Planning meeting. Boston Higashi School will work with parents, the school district, and DDS to develop a dynamic and detailed individualized transition plan for their child. It is necessary for parents to frequently observe their son/daughter at their current community work site, at school, in the community and to visit adult programs in order to have the necessary information to best advocate for their son/daughter in the future.

Detailed planning and preparation by a team of supporters is vital to the success of a student’s transition. As the transition team develops an “action plan,” assistance by Boston Higashi School may be incorporated according to each student’s individual needs. Support options may include but are not limited to staff training for the new program on-site, at Boston Higashi School, Residence or employment sites, training by Higashi staff at the new site, training videotapes and communication between staff. Transition plans will be an on-going and integral part of the young adults’ lives and will change and develop, as they do, to meet their individual needs for the future.

Graduate students and their families are encouraged to continue their friendship and communication with Boston Higashi School after graduation and to join in the special events throughout the year.
## TRANSITION GUIDELINES CALENDAR

<table>
<thead>
<tr>
<th>Age 14</th>
<th>Age 15</th>
<th>Age 16</th>
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</thead>
<tbody>
<tr>
<td><strong>Parents</strong>&lt;br&gt;Introduction to Transitional Services guidelines.&lt;br&gt;“Vision Statement” developed by the team for the IEP. This will focus on the next 5 years and outline the vision upon discharge from BHS.</td>
<td><strong>Parents</strong>&lt;br&gt;Begin meeting with the Transition Service Coordinator at BHS.&lt;br&gt;Update “Vision Statement” for the IEP meeting.</td>
<td><strong>Parents</strong>&lt;br&gt;School LEA can make a referral to the appropriate adult service agency. This enables the child to be identified by the DDS (Dept. of Developmental Services) system or student’s local adult service agency, if not Massachusetts.&lt;br&gt;Introduction to Employment Education curriculum once student enters the High School Division.&lt;br&gt;DDS will not participate in transition process until adult eligibility is complete (usually age 18).&lt;br&gt;Attend Parent Collaboration Meetings.&lt;br&gt;Attend DDS workshops.&lt;br&gt;NETWORK!!</td>
</tr>
<tr>
<td><strong>Boston Higashi</strong>&lt;br&gt;Students begin basic in-school employment education skill development, by developing basic chore routines.&lt;br&gt;“Vision Statement” is developed for the IEP meeting.&lt;br&gt;Review Transitional Guidelines Calendar.&lt;br&gt;Complete Transition Planning Form outlining the progression towards 22.</td>
<td><strong>Boston Higashi</strong>&lt;br&gt;Student continues to develop basic vocational routines.&lt;br&gt;Student will participate in functional academics that will apply to daily life.&lt;br&gt;Update “Vision Statement” for the IEP meeting.&lt;br&gt;Update the Transition Planning Form for the IEP meeting.</td>
<td><strong>Boston Higashi</strong>&lt;br&gt;IEP Meeting 688 or related referral should be made by the school district.&lt;br&gt;BHS may host DDS for in-school intake and eligibility.&lt;br&gt;Update “Vision Statement” for the IEP meeting.&lt;br&gt;Update the Transition Planning Form for the IEP meeting.</td>
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<tr>
<td>Goals for year</td>
<td>Goals for year</td>
<td>Goals for year</td>
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<tr>
<td>Age 17</td>
<td>Age 18</td>
<td>Age 19</td>
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<tr>
<td><strong>Parents</strong></td>
<td><strong>Parents</strong> Age of Majority. You can obtain legal counsel or present the clinical team report yourself at your local Probate Court.</td>
<td><strong>Parents</strong> Inform BHS once guardianship has been obtained and send copies to Education Office.</td>
</tr>
<tr>
<td>Make a request to school district to invite DDS to next IEP meeting. (DDS may want to wait until 18th birthday)</td>
<td>Final Guardianship must be completed within 6 months of the date on the Clinical Team Report. Complete eligibility for adult services, and begin communication with DDS transition coordinator.</td>
<td>Schedule visits through your DDS coordinator to observe various adult programs.</td>
</tr>
<tr>
<td>Guardianship preparation begins prior to child turning 18.</td>
<td>Complete application for SSI (Supplementary Social Income). This benefit will help fund adult services and provide health insurance.</td>
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<tr>
<td>BHS can complete Psychological portion of a clinical team report and parents will obtain physician’s signature and a social worker’s signature.</td>
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<tr>
<td><strong>Boston Higashi</strong></td>
<td><strong>Boston Higashi</strong></td>
<td><strong>Boston Higashi</strong></td>
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<tr>
<td>Student continues in-school Employment Education.</td>
<td>BHS can assist in the completion of the Psychologist Evaluation section of the Guardianship papers.</td>
<td>Student will complete transition to the Emergence Program.</td>
</tr>
<tr>
<td>Student will participate in functional academics that will apply to daily life.</td>
<td>Student continues in-school Employment Education.</td>
<td>All programming is community connected and the student will increase time in Employment Education and Community Education.</td>
</tr>
<tr>
<td>Update “Vision Statement” for the IEP meeting.</td>
<td>Student will participate in functional academics that will apply to daily life.</td>
<td>Update “Vision Statement” for the IEP meeting.</td>
</tr>
<tr>
<td>Update the Transition Planning Form for the IEP meeting.</td>
<td>Update “Vision Statement” for the IEP meeting.</td>
<td>Update the Transition Planning Form for the IEP meeting.</td>
</tr>
<tr>
<td>Prepare student for transition to Emergence Program.</td>
<td>Update the Transition Planning Form for the IEP meeting.</td>
<td>BHS can accompany you to various adult programs once you have narrowed your choices down to 2 programs. Contact the Transition Coordinator.</td>
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<tr>
<th>Goals for year</th>
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603 CMR 28.09(9)(c) 603 CMR 28.09(11) Daily Life Therapy® • Transition Guidelines Calendar • 2015 102 CMR 3.04(1)
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<th>Age 20</th>
<th>Age 21</th>
<th>Age 22</th>
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<tr>
<td><strong>Parents</strong>&lt;br&gt;Review Transition strategies before IEP meetings with Transition Coordinator.&lt;br&gt;&lt;br&gt;Be prepared to discuss Transition topics at IEP meetings, such as programs visited, program design, potential parent partners, etc.&lt;br&gt;&lt;br&gt;Visit child’s work site, classroom and residential group. Get a clear picture of the student’s needs upon graduation.&lt;br&gt;&lt;br&gt;Work closely with DDS transition coordinator and communicate with them regularly.&lt;br&gt;&lt;br&gt;Schedule on-going meetings with the Transition Coordinator. at BHS.</td>
<td><strong>Parents</strong>&lt;br&gt;Finalize adult provider choice or provider plan.&lt;br&gt;&lt;br&gt;Update Transition plan and visit adult providers on an on-going basis.&lt;br&gt;&lt;br&gt;“Action Plan” to be determined by the Transition Team.&lt;br&gt;&lt;br&gt;Create final “Vision Statement” for IEP meeting.</td>
<td><strong>Parents</strong>&lt;br&gt;Students may stay through their 22nd year (until August) if approved by their funding agency.</td>
</tr>
<tr>
<td><strong>Boston Higashi</strong>&lt;br&gt;Individual parent meeting to begin with BHS Transition Coordinator.&lt;br&gt;&lt;br&gt;Update “Vision Statement” for the IEP meeting.&lt;br&gt;&lt;br&gt;Update the Transition Planning Form for the IEP meeting.&lt;br&gt;&lt;br&gt;Student’s time in the community will increase.</td>
<td><strong>Boston Higashi</strong>&lt;br&gt;BHS staff will continue site visits to adult providers with parents to narrow down choices, or program development options.&lt;br&gt;&lt;br&gt;Final Program choice: Team Meeting to be held at BHS. Parents, adult program and DDS to develop an “Action Plan” to determine timeline of transition responsibilities.&lt;br&gt;&lt;br&gt;Student Portfolio and video initiated.</td>
<td><strong>Boston Higashi</strong>&lt;br&gt;BHS completes the discharge summary.&lt;br&gt;&lt;br&gt;Follow up for the first year after transition (1 month, 3 month, 6 month, and 1 year). Transition Coordinator to contact you.&lt;br&gt;&lt;br&gt;Update “Vision Statement” for the IEP meeting.&lt;br&lt;br&gt;Update the Transition Planning Form for the IEP meeting.&lt;br&lt;br&gt;Communication with family and new program staff will be on-going as needed.</td>
</tr>
<tr>
<td><strong>Goals for year</strong></td>
<td><strong>Goals for year</strong></td>
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DISCHARGE

Upon discharge a Discharge Face Sheet, Planning Sheet and Transfer Sheet will be completed on each discharged student. Copies will be placed in the student’s record, a copy will be given to the family and to the receiving placement. Within one month following discharge a “Discharge Summary” describing the student (current performance, teaching approach/methods etc.) will be written and sent to the above mentioned parties. Following discharge, follow-up correspondence will be initiated as needed by the Director of Special Education or her designee and documented on the Face Sheet which will be in the child’s record.

Records for students discharged will be kept in a separate area from active files.

PLAN FOR FOLLOW-UP SERVICES
The Boston Higashi School will utilize correspondence as the primary procedure to gather information to determine follow-up services.

The Director of Special Education or her designee will be responsible for follow-up.

DISCHARGE PROCEDURE
Educational Team Meeting: When a student has successfully met the criteria set forth in the IEP movement to a less restrictive setting is determined. If the child fails to progress, a more appropriate setting is discussed. A formal discharge meeting is set to include members of the TEAM including parent(s) and LEA or SEA.

Discharge Meeting: Participants may include but are not limited to Boston Higashi staff, parents, school liaison, and specialists closely involved with the student. During the meeting the student’s progress is discussed, reviewing the progress reports, educational assessments, and other pertinent information. The participants will work together to determine an appropriate placement and or alternative for the student.

Review Meeting: The Director of Special Education together with the Division Director(s) will schedule a review meeting for the student. Representatives from the responsible agencies and the parents will participate to develop a transitional plan.

Transitional Plan: A formal recommendation is made regarding a new program including plans for trial visits, parent support, orientation of new faculty, and time-lines. Plans are outlined for post discharge follow-ups with new agencies serving the student.

The Director of Special Education or her designee will consult periodically with parents and new teachers regarding progress or problems and continue to be available for communication/consultation as needed.

Emergency Discharge: In case of an emergency discharge, such as circumstances in which a student presents a clear and present threat to the health and safety of him/herself or others, the school will send a written summary explaining the reasons for the discharge to the parents, student(if over 14 years of age), local administrator of special education and officials of appropriate agencies along with the Form 2: Chapter 766 Approved Private School Incident Report.
OFF GROUNDS

Boston Higashi School acting virtually as parents in absentia does not encourage or endorse off grounds visitation of students. Boston Higashi School is not supervising or sanctioning these activities and is in no way responsible or liable for any persons involved or anything that might occur during these activities.

Both Boston Higashi School and parents share the goal of providing the best and safest services for each child. For each child in the care of Boston Higashi School, we have legal responsibility to exercise extreme caution and to avoid any potentially unsafe situations.

While parents often have trust in certain individuals to provide care for their child, our concern is focused on the fact that without proper monitoring and supervision, even the best-intended individuals may not be able to provide the care necessary for the child.

Parents have demonstrated confidence in the services we provide, including the establishment of a caring environment to enhance a student’s emotional well-being. The staff are increasingly concerned that if children in our care are allowed to visit with non-custodial, and unsupervised caretakers, the students’ educational process could be disrupted.

As a result of these concerns, Boston Higashi School will be enforcing its policy that students will not be placed for visitation when there is not a parent and guardian or direct family member present. This policy is designed not only to prevent the disruption of educational services and to promote positive experiences during the weekends and holidays, but is also designed to enhance our ultimate shared goal of returning each child to live with his/her family and enjoy a high quality of life.
ALLOWANCE

Boston Higashi School shall provide opportunities for students to develop a sense of the value of money through earnings, spendings, giving and saving. Boston Higashi Staff will maintain an accounting for individual and personal allowance funds for students. The accounting will be maintained following standard accounting practices. Individual student bank accounts will normally be established under the students name and social security number for students who are employed and receive paychecks. Parents will be contacted for permission to establish a weekly spending allowance for these students. Bank statements will be mailed directly to parents. A journal of the bank account transactions will be provided to the parents upon request.

Upon discharge or transfer of the child to another facility all unencumbered funds will accompany the student.
Medical Policies & Procedures
MEDICATION PHILOSOPHY

The legacy of Dr. Kitahara provides a model of education that views the individual with autism as a person who should be nurtured through education and relationships. Dr. Kitahara believed “within every living child exists the most precious bud of self-identity. To search this out and foster it with loving care; that is, the essence of education of the autistic child.”

Dr. Kitahara believed that medication as a behavioral intervention is incompatible with the methodology of Daily Life Therapy®. Daily Life Therapy® is a holistic approach which promotes learning and development through the creation of the bond between teacher and child, providing an environment of safety and security in which learning can occur.

The basic tenets of Daily Life Therapy® establish an implemented pattern of daily living, sufficient daily exercise for health and stamina, and intellectual stimulation. Together these activities help children focus attention, diffuse energy, feel calm and relaxed, and create a stimulating environment, which opens the doors for learning.
Without a fully completed medical packet, your child may not attend school.

1. The BHS Medical Packet must be submitted on a yearly basis prior to the opening of school in September. A completed medical packet is required in accordance with the regulations of the Department of Early Education and Care and the Department of Elementary and Secondary Education.

   The BHS Medical Packet must be completed in full and received one week before your child starts school, or the start date will be postponed. This applies to new admissions, as well as returning students.

Students are required to have a Yearly physical, dental check up, and immunizations must be current. A copy of the Massachusetts School Immunization Requirements is included in the medical packet.

Information must be updated throughout the year. We need to be kept informed of all medical issues. This is essential to providing quality care for your child. Please forward all necessary documents to the Boston Higashi School Medical department.

2. If your child is prescribed medication during the school year, the BHS Health Department must have a signed BHS parent permission form and a doctor’s order before the medication can be administered.

3. The annual BHS Medical Packet will require you to list all medications: prescribed, over-the-counter, vitamins, or supplements, whether taken during school hours or at home. It is the parents’ responsibility to update the Health office promptly of changes in physicians and/or medications throughout the school year to ensure your child’s medical record is kept current.

DANGEROUS SITUATIONS CAN OCCUR WHEN MEDICAL PERSONNEL ARE NOT FULLY INFORMED. A COMPLETE CURRENT MEDICAL RECORD IS ESSENTIAL IN PROVIDING SAFE MEDICAL CARE FOR YOUR CHILD.
OVERVIEW OF MEDICATION POLICIES AND PROCEDURES

The following policies and procedures are in place to ensure the safety of the students, and to promote safe handling of medication; they are in compliance with the Massachusetts Department of Public Health Regulations 105 CMR 210.000.

- **School nurses cannot administer medications (prescription or over the counter) without a doctor’s order, and orders are valid for one year from original date.** Parents are responsible for obtaining these orders from physicians and submitting them to the Health Room.

- **All medication must be signed in and out by the parent or designated adult in the Health Room.** Parents should plan ahead and allot extra time if medication is being picked up or dropped off. *Medication should not be left at the reception desk or with other non-nursing staff.*

- **When you (or a designated adult) pick up your child, you are responsible for making sure they have any needed medication and supplies before leaving campus.** *If medication is left behind, Boston Higashi School staff will not be held responsible, and parents/guardians are expected to make alternate arrangements.*

**DAY STUDENTS:**

- **Parents/guardians are responsible for keeping track of medication supplies, and for providing an adequate supply each month.** Please keep track of when you need to send in medication; nursing cannot monitor medication counts for students due to volume. *Many pharmacies offer a service that will notify you when meds need to be refilled.*

- **Medication must be delivered in their original pharmacy or manufacturer containers to render them safe and effective.** The School cannot accept medication that is not delivered in its original pharmacy or manufacturer container with labels intact.

- **Do not write on or tamper with medication labels at any time.** If there is a change in dosage, a separate written order should be submitted by the prescriber, and we will make note via an ’order change’ label. *Always follow up medication changes with a phone call to the Health Room in addition to sending in a new order.*

- **Controlled substances must be packaged in blister packs to provide for both safety and precision of tracking.** Please request this when having your child’s medication filled at the pharmacy. *We also welcome blister packs for non-controlled substances as well.*

**RESIDENTIAL STUDENTS:**

- **All residential students are required to utilize the school’s contracted pharmacy, Apothecare.**

- **Most prescriptions are valid for one year.** Parents are responsible for supplying yearly prescriptions to the school. These can be given to the BHS Health Office for processing.

- **Controlled substances require new prescriptions each month.** Parents are responsible for notifying physicians monthly to ensure that they send hard copies of prescriptions to Apothecare.

- **Parents are responsible for tracking and supplying an adequate amount of over the counter medication/medication not supplied by Apothecare, each month.**
ILLNESS/INJURIES

“What does a patient want from his doctor? Our work is something similar. We must be able to perceive the voiceless voice of the autistic child saying he/she wants his/her weak spirit strengthened and made healthy.”

~ Dr. Kiyo Kitahara

The school provides 24 hour on-site nursing coverage. If your child becomes ill/injured while at school:

911 Emergency Services will be implemented in the event of an emergency. In most cases, Randolph Rescue will transport to either South Shore Hospital or Milton Hospital. The nurse on duty will notify parents immediately; if unable to reach a parent, emergency contact numbers will be utilized.

Steps taken in the event of illness/injury:
1. The teacher/residential instructor notifies the nurse on duty of the student’s condition (vomiting, seizures, fever, rash, etc)
2. The nurse assesses and treats the student accordingly
3. The nurse determines the next course of action, i.e.: notify parents for pick-up, monitor at school, send to ER/refer to own physician, etc.

Please be advised of the following:
• It is at the discretion of the nurse, in consultation with the Nurse Practitioner and/or Medical Consultant, whether or not a parent will be asked to pick a child up from school.
• Residential students will be monitored by the school nurse, on campus, as long as it is safe to do so.
• The nurse may call the student’s primary care physician and/or emergency contact if the situation warrants.

Parents may not be notified for every minor sniffle/illness that can be easily tended to by the school nurse unless the condition becomes chronic or increased in severity. Please speak with the school nurse if there are certain situations where you always want a phone call.

As you know, it can be very difficult to assess illness in children with ASD. Our licensed Nursing staff use their professional assessment skills and judgment to best determine the course of action for ill students, and do their best to work with families to achieve the best outcome for all involved. It is recommended that all parents have a back-up plan in place in the event you are unable to pick your child up when asked. Don’t forget to notify the Education Office if you will be away from home so that a plan can be put in place to keep you up to date in the event of an emergency.

Please understand that it is the school’s responsibility to protect the health of the entire student body, as well as staff. We do not have the ability to house and care for a large number of ill students on campus. The acuity of illness, number of those ill, and the nature of the illness are all taken into consideration when making decisions to send students home. In the event of a communicable or infectious disease/outbreak, BHS follows state regulations. We will consult with our Medical Consultant, as well as local and state Boards of Health for guidance regarding exclusion.
### WHEN TO KEEP DAY STUDENTS HOME FROM SCHOOL

<table>
<thead>
<tr>
<th>Condition</th>
<th>Guidelines</th>
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<tbody>
<tr>
<td><strong>FEVER</strong></td>
<td>Temperatures above 100.2 degrees F. Fevers are usually a sign of infection. Your child should not be sent to school with fever, and should remain home until fever free for 24 hours, without the use of fever-reducing medication. <em>i.e.: if your child develops a fever at noon on Monday, he/she cannot return to school on Tuesday. If fever free all day Tuesday (without Tylenol/Motrin) he/she may return on Wednesday.</em></td>
</tr>
<tr>
<td><strong>VOMITING/ DIARRHEA</strong></td>
<td>A child with vomiting and/or diarrhea should be kept home until symptoms have resolved for 24 hours. The child must have demonstrated that he/she is able to keep down food and liquid.</td>
</tr>
<tr>
<td><strong>SORE THROAT</strong></td>
<td>For a sore throat for more than 24 hours, please consult your doctor.</td>
</tr>
<tr>
<td><strong>STREP THROAT</strong></td>
<td>If positive for strep throat, the child may return only after he/she has been on antibiotic treatment for 24 hours, and is fever free (see above re: fevers).</td>
</tr>
<tr>
<td><strong>CHICKEN POX</strong></td>
<td>Children with chicken pox should stay home 5-8 days after the last crop has appeared. Your child may not return to school until all lesions have crusted over completely. In the event of an outbreak at school, all susceptible students (including those with medical or religious exemptions) are subject to exclusion.</td>
</tr>
<tr>
<td><strong>MISC. INFECTIONS</strong></td>
<td>Ringworm, scabies, conjunctivitis, and impetigo are contagious. Your child may return to school 24 hours after treatment has started.</td>
</tr>
<tr>
<td><strong>HEADACHE</strong></td>
<td>Your child should be kept home for severe headaches that do not resolve with acetaminophen or ibuprofen. Consult your doctor for persistent or re-occurring headaches.</td>
</tr>
<tr>
<td><strong>RASH</strong></td>
<td>At the discretion of the Healthcare Consultant, rashes of unknown origin must be evaluated by a physician before it can be determined if the child should be in school. A doctor’s note will be required to return, and it must indicate that the rash is not contagious, and/or proper treatment has been started.</td>
</tr>
<tr>
<td><strong>INFLUENZA</strong></td>
<td>The school will adhere to the State’s Department of Public Health exclusion orders issued each influenza season, if applicable. Otherwise, your child cannot return to school until 7 days from onset of symptoms, and only if symptom free for 24 hours.</td>
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</table>

**If your child will be absent due to illness, please notify the Education Office.** If your child is absent for 3 days or more, a physician’s note may be required for him/her to return; please consult with the Head Nurse prior to returning your child to school to determine if a note is needed in this instance. The School also reserves the right to request a physician’s note in other circumstances, at the nurses discretion – i.e. if a child presents with a rash of unknown origin, a note may be needed stating it is not contagious.

If your child becomes ill while at school, the school nurse will contact you. At the discretion of the nurse, you may be asked to pick your child up. Prior to returning your child to school, please call the health room to review his/her condition with the nurse.
**MEDICAL APPOINTMENTS**

Parents are responsible for facilitating and coordinating routine and non-emergency appointments, such as yearly physical exams, evaluations with specialty providers, and follow up appointments.

Non-local families may opt to seek routine/primary care from a provider local to school. Case Managers are available to assist family with facilitating this, and to answer questions. Be advised that appointments should be scheduled when you will be available to travel to Massachusetts to attend.

Parents may request staff assistance in managing their child’s behaviors during appointments. To inquire about assistance, contact your Case Manager or your child’s Division Director in advance.

Parents are required to be present at appointments in order to provide important medical and family history, to consent to any needed diagnostic testing, and to establish and maintain relationships with medical providers.

Non-urgent diagnostic testing/lab work should be scheduled during school vacation periods; this includes laboratory work to monitor medications. Please contact the Head Nurse to discuss exceptional circumstances.

In emergency situations if a child is hospitalized during the school year, the staff at Boston Higashi School will initially accompany the child to the hospital. However, parents/guardian need to assume on-going responsibility thereafter. Please be advised that the Boston Higashi School bears no financial responsibility for students’ medical bills. Any bill remitted to the school will immediately be remitted to the parent/guardian for payment.

**BITE PROTOCOL**

In the event that a student bites a staff member or another student, the student (biter) may be requested to submit a blood sample to test for bloodborne illness. This is determined by the treating physician, and typically based on CDC recommendations and individual risk factors. Parent/guardians will be duly notified of the incident and authorization for testing will be requested, if it is recommended. **BHS will NOT arrange for lab testing without parental consent.**
ADMINISTRATION OF MEDICATION AND TREATMENTS

Definition: Any medication or topical treatment, including those prescribed by a physician and over the counter remedies administered or applied by the school nurse.

A physician’s order is mandatory for ALL medications administered in school, including over the counter medication. This is legally required by the state of Massachusetts, and there can be no exceptions.

The doctor’s order MUST contain the following:
1. The child’s name and date of birth
2. Name of the medication
3. Dose
4. Frequency
5. Method or route of administration
6. Duration of time it is to be administered
7. The prescriber’s signature and contact information

All controlled substances (i.e.: Ativan/lorazepam, Adderall) sent in by parents must be packaged in “blister packs” by your pharmacy. State law requires that controlled substances be counted each shift, and blister packs provide for both safety and precision of tracking. Please consult with your pharmacist when having these filled for school.

All non-urgent laboratory work related to medication monitoring should be scheduled during vacation periods. Parents are responsible for coordinating these services.

Signed parental consent is required for emergency treatment and for each medication to be administered, and this includes over the counter medications. The consent forms are included in the Medical Packet you receive via mail each year, and are also included in the Guidelines book with the heading “PLAN AND CONSENT FOR ADMINISTRATION OF MEDICATION” and “EMERGENCY PERMISSION”. The Emergency Consent Form includes permission to administer some common over the counter medications, such as Tylenol and Motrin. State law does not allow for us to administer these to your child without your signed consent.

Over the Counter topical treatments
At the discretion of the nurse, some over the counter remedies (i.e. acne treatment) will be allowed for use in the residence by students; these remedies must be deemed safe and will be used with the assistance of residential instructors. Parents must agree to the plan, and if deemed appropriate, the treatment will be maintained in the residence for use. In these cases, a physician’s order will not be required.

Medication Pick-up and Drop-off
When picking your child up for a home visit, the designated adult picking up the child is responsible for making sure they have all necessary medication before leaving campus. Notify reception upon arrival and he/she will direct you to the Health Room to sign out the medication. If medication is left behind, BHS staff will not be held responsible and parents/guardians are expected to make alternate arrangements. When the student is returned by the parent/guardian, medication must then be signed back in. This does not apply to students departing or arriving via transportation services.
PLAN AND CONSENT FOR ADMINISTRATION OF MEDICATION

PARENT/GUARDIAN AUTHORIZATION

_________________________________________  ______________________________
Student’s Name                                     Date of Birth

I give permission to the school nurse to administer the following medication(s) to my child:

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Dose</th>
<th>Time(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prescribing physician: ______________________________ Telephone: __________________

☐ DAY STUDENTS: I will supply the medication each month in the original labeled bottle, along with the physician’s order. I understand that no more than a 30-day supply shall be stored at school and that I am responsible for keeping track of supply. * All controlled substances must be packaged in “Blister Packs” by the pharmacy.

☐ RESIDENTIAL STUDENTS: Medication will be supplied by Apothecare, the pharmacy contracted with the School. I will supply a copy of my child’s health insurance and prescriptions for Apothecare. I understand that I am responsible for all out of pocket costs related to medication, and I will be billed directly by Apothecare.

The Health Room has permission to share my child’s medication information and related health information with direct care staff, at their discretion. I also understand that the School nurse is also authorized to contact the prescribing physician to clarify any orders and share information regarding efficacy.

PARENT/GUARDIAN SIGNATURE: __________________________________________

DATE: ____________________________

All non-urgent laboratory work related to medication monitoring should be scheduled during vacation periods.
EMERGENCY PERMISSION

I, the undersigned, hereby give permission to Boston Higashi School staff to take my child to the hospital or physician’s office in the event of a life-threatening emergency and/or when deemed medically necessary by nursing staff.

Child’s Name: ___________________________ DOB: _______________________

STUDENT’S HEALTH INSURANCE PROVIDER: _______________________________

NAME OF POLICY HOLDER: _____________________________________________

GROUP #: ___________________________ MEMBER ID: _______________________

*Please attach a copy of the front and back of your insurance card - and prescription care, if different.

STUDENTS SOCIAL SECURITY NUMBER: _______ - _______ - _______

CONSENT AND RELEASE

AUTHORIZATION FOR MEDICAL AND/OR SURGICAL TREATMENT, FOR RELEASE OF INFORMATION, AND FOR PAYMENT AUTHORIZATION.

I hereby authorize the performance of any emergency medical and/or surgical procedure necessary, with regard given to the information above, including the administration of local or general anesthesia, deemed necessary or advisable by attending physicians or surgeons during my child’s stay at the hospital. I also authorize the hospital to release information necessary for the authorization of any claim for hospital insurance with my insurance company and to have payment made directly to the hospital.

__________________________________________  _____________________________
Student’s Name  Religion (optional)

__________________________________________  _____________________________
Parent/Guardian’s Name  Home phone/work phone

______________________________  _____________________________
address  city/state/zip

Parent/Guardian Signature  Date

Emergency Contact: ___________________________ Relationship to student: ___________________________

Primary Phone #: ___________________________ Alternate phone #: ___________________________
OVER-THE-COUNTER MEDICATION CONSENT

Registered nurses, within their practice as School Nurses, may administer OTC medications to students in Massachusetts’ schools without the need for a physician’s order.

Below is a list of over-the-counter medications commonly administered on an “as needed” basis. Boston Higashi School stocks many, but not all, of the medications below. Those we do not stock must be provided by parents/guardians if you wish for us to administer them, and they include loratadine (Claritin), cetirizine (Zyrtec), eye drops for allergies, multivitamins, and topical acne medication.

Also be advised of the following:
- If your child requires any of our ‘stock’ medications/treatments on a regular/long-term basis, they must be supplied from home; we only stock meds for use “as needed”.
- If you request that any of these medications be given in a manner other than the label recommendation, a doctors’ order will be required.

<table>
<thead>
<tr>
<th>Over-The-Counter Medications</th>
<th>Indications</th>
</tr>
</thead>
<tbody>
<tr>
<td>acetaminophen (Tylenol)</td>
<td>fever, pain, swelling</td>
</tr>
<tr>
<td>Ibuprofen (Motrin)</td>
<td>fever, pain, swelling</td>
</tr>
<tr>
<td>Loratadine (Claritin)</td>
<td>Allergy symptoms</td>
</tr>
<tr>
<td>Cetirizine (Zyrtec)</td>
<td>Allergy symptoms</td>
</tr>
<tr>
<td>Robitussin/DM</td>
<td>Cough</td>
</tr>
<tr>
<td>Pseudoephedrine</td>
<td>Cold/allergy symptoms</td>
</tr>
<tr>
<td>Benadryl</td>
<td>Allergic reaction, hay fever symptoms</td>
</tr>
<tr>
<td>Tolnaftate,Tinactin</td>
<td>Fungal rash</td>
</tr>
<tr>
<td>Imodium (loperamide)</td>
<td>Diarrhea</td>
</tr>
<tr>
<td>Colace</td>
<td>Constipation</td>
</tr>
<tr>
<td>Mag citrate</td>
<td>Constipation</td>
</tr>
<tr>
<td>Glycerin suppository</td>
<td>Constipation</td>
</tr>
<tr>
<td>Saline Laxative- Magnesium Hydroxide</td>
<td>Constipation, Heartburn, sour stomach, indigestion</td>
</tr>
<tr>
<td>Pepto Bismol</td>
<td>Heartburn/indigestion, nausea, upset stomach</td>
</tr>
<tr>
<td>Tums (Calcium Carbonate)</td>
<td>Heartburn/indigestion</td>
</tr>
<tr>
<td>Maalox liquid</td>
<td>Heartburn, indigestion,</td>
</tr>
<tr>
<td>Debrox (carbamide peroxide)</td>
<td>Ear wax</td>
</tr>
<tr>
<td>Salicylic acid acne treatment - topical</td>
<td>Acne</td>
</tr>
<tr>
<td>Benzoyl peroxide acne treatment - topical</td>
<td>Acne</td>
</tr>
<tr>
<td>Calamine Lotion</td>
<td>Discomfort r/t Chicken pox, poison ivy, oak or sumac</td>
</tr>
<tr>
<td>Saline nasal spray</td>
<td>Dry nares</td>
</tr>
<tr>
<td>Triple Abx Ointment</td>
<td>Minor cuts, scrapes and burns</td>
</tr>
<tr>
<td>A&amp;D ointment (white petrolatum)</td>
<td>Minor skin burns/irritation</td>
</tr>
<tr>
<td>Hydrocortisone</td>
<td>Rash, insect bites, itch, skin irritations</td>
</tr>
<tr>
<td>Betadine liquid</td>
<td>Wound cleansing</td>
</tr>
<tr>
<td>Natural Tears</td>
<td>Dry irritated eyes</td>
</tr>
<tr>
<td>Eye Allergy Relief Drops (i.e.: Visine AC)</td>
<td>Red, itchy eyes due to allergies</td>
</tr>
<tr>
<td>Zinc oxide</td>
<td>Diaper rash</td>
</tr>
<tr>
<td>Children/adult MTV’s (based on age)</td>
<td>Vitamin supplement</td>
</tr>
</tbody>
</table>

I_________________________________________________________ give consent for BHS nurses to administer the above medications, as needed, to my child _______________________________________________________________ * Please cross out student’s name

and initial any medications you do NOT want your child to have *

PARENT SIGNATURE: __________________________________________ DATE: ______________________
NON-ROUTINE MEDICAL TREATMENT

The fundamental mission of the Boston Higashi School is to provide education. Daily Life Therapy® does not rely on medications, vitamins, or other chemical substances in the education of children with autism. In general, Boston Higashi School does not participate in Non-Routine Medical Treatments.

Non-Routine Medical Treatments: These include alternative medicines, testing for purposes of research, “alternative” treatments for autism, and implementation of special diets that relate to preferences and sensitivities which do not meet the level of physician-diagnosed allergies.

1. **Alternative Medications:** These include, but are not limited to, megadoses of vitamins, homeopathic remedies, FDA approved medications which are not approved for the condition for which they have been prescribed for your child.

2. **Testing:** Consistent with our mission, Boston Higashi School supports testing for research on the etiology of autism, but does not participate in research involving the treatment of autism. If parents choose to participate in a study, we require notification and information about the study. Boston Higashi School will review research participation on a case-by-case basis to determine compatibility with our program.

3. **Diet:** Boston Higashi School philosophy is to encourage a varied diet and provide foods that promote growth. Therefore, Boston Higashi School does not support special diets which relate to a child’s preferences. Boston Higashi School will honor special diets for students who have been diagnosed with food allergies, or other documented special nutritional needs (refer to page). Boston Higashi School may require parents to provide dietary items for special diets, and/or they may be charged for the expenses of the requested dietary needs.

In keeping with its mission and these concerns, Higashi will not administer any medical treatment, other than in an emergency, without a physician’s prescription. Moreover, even where a treatment is prescribed, Higashi may decline to provide such treatment if administering and monitoring the treatment would require resources beyond the scope of the school’s capability, would interfere unreasonably with the student’s progress or disrupt the programs of other students, or would, in the opinion in the Medical Consultant, be medically inappropriate.

If our Medical Consultant has reservations about a requested non-routine medical treatment, we may decline to administer that treatment altogether or we may agree to provide the treatment only under certain conditions specific to the treatment. If we agree to the requested treatment in those cases, we may ask that the parents:

1. Sign a statement acknowledging that Higashi’s fundamental mission is education, that Daily Life Therapy® does not involve medications, vitamins, or other chemical substances, and that Higashi agrees to administer the requested treatment only as an accommodation to the request of the parents.

2. Sign a statement releasing Higashi, its nursing staff, Medical Consultant, and any others who may administer the treatment from liability for any adverse effects of the treatment or for any costs or injuries (emotional or physical) that might be incurred in carrying out the treatment, including any testing or blood monitoring that may be necessary or desirable in connection with the treatment.
3. Arrange for a physician to describe in writing (a) the benefits to be expected from the treatment; (b) potential adverse side effects of the treatment, including any recommended monitoring; (c) the specific treatment plan including amounts to be administered, the frequency and the duration of treatment; and (d) a detailed plan to monitor any possible benefits or adverse side effects.

4. Arrange for the child to undergo blood monitoring or other necessary or desirable testing in accordance with the recommended monitoring plan at times when school is not in session and arrange for the results of any such monitoring to be delivered in a timely fashion to Higashi’s Medical Department.

5. Sign a statement authorizing the Boston Higashi School to cease any non-routine medical treatment at any time if it appears that such treatment may be a cause of an adverse effect on the student. Boston Higashi School will make reasonable attempts to notify parents/guardians should the decision be made to cease treatment.

6. Assume all costs surrounding the treatment including but not limited to staffing, transportation, medication and monitoring and provide any necessary transportation.

7. Sign a statement releasing Boston Higashi School, all of it’s staff, agents and representatives, including but not limited to it’s nursing staff, Medical Consultant, and any others who may administer the treatment from liability damages or costs regarding the treatment including any injuries (emotional or physical) that might be incurred in carrying out the treatment.
REQUEST FOR NON-ROUTINE MEDICAL TREATMENT

If it has been approved for your child to receive a non-routine medical treatment by the Boston Higashi School, it is necessary for you to read this policy statement and subscribe to the conditions it sets forth. Please understand that your signing this form does not require that we administer the treatment in question.

BY SIGNING YOUR NAME BELOW, YOU AND YOUR CHILD HEREBY RELEASE THE BOSTON HIGASHI SCHOOL, ITS NURSING STAFF, ITS MEDICAL CONSULTANT, AND ANY OTHERS WHO MAY ADMINISTER THE TREATMENT FROM LIABILITY FOR ANY ADVERSE EFFECTS OF THE TREATMENT OR FOR ANY COSTS OR INJURIES (EMOTIONAL OR PHYSICAL) THAT MIGHT BE INCURRED IN CARRYING OUT THE TREATMENT, INCLUDING ANY TESTING OR BLOOD MONITORING THAT MAY BE NECESSARY OR DESIRABLE IN CONNECTION WITH THE TREATMENT.

In signing your name below, you acknowledge and agree that it will be necessary for you to arrange for a physician in writing to describe: (a) the benefits to be expected from the treatment; (b) potential adverse side effects of the treatment, including any recommended monitoring, (c) the specific treatment plan including amounts to be administered, the frequency, and the duration of treatment; and (d) a detailed plan to monitor any possible benefits or adverse side effects. This information is to be sent in writing to the Boston Higashi School.

In signing your name below, you acknowledge and agree that it may be necessary for you to arrange for your child to undergo blood monitoring or other necessary or desirable testing in accordance with the recommended monitoring plan at times when school is not in session and to arrange for the results of any such monitoring to be delivered to the Boston Higashi School Medical Department.

In signing your name below, you acknowledge and agree that the Medical Staff of the Boston Higashi School can cease administration of a non-routine treatment at any time it appears that such treatment may be exerting an adverse effect upon the child. All reasonable attempts will be made to notify you in advance by telephone or in writing, circumstances permitting.

By signing your name below, you acknowledge and agree that the Boston Higashi School may charge you for the expenses involved in administering treatment that is not part of services required under your child’s Individualized Education Plan.

**Please attach the requested information from your physician.

Name of Student: ___________________________ Prescribing Physician: ___________________________

Treatment: ________________________________

Parent’s Signature: _________________________ Date: _________________________
ALLERGIES

Only allergies diagnosed by a physician will be included on the school’s allergy list. If a student develops a new allergy, the student’s physician is to provide the Boston Higashi School Health Department with documentation of such allergy(ies) to keep our records up to date.

An allergy form must be completed in order to prevent situations which might cause an allergic reaction in your child. Without proper documentation, allergy precautions cannot be followed, and your child will be at risk.

If your child has a medically diagnosed food allergy, we will restrict the item. For children with lactose intolerance, Lactaid milk or soy milk (Isomil) can be given. Thre Health Room reserves the right to request supporting documentation and/or laboratory results related to diagnosed food allergies.

Known allergies are to be documented by a physician prior to the beginning of the school year.
ALLERGY SHEET

This sheet must be properly completed in order for the School to avoid allergic reactions. Please attach all supporting documentation, per Boston Higashi School policy.

Student’s Name ____________________________ Date of Birth: ______________

Diagnosed Allergies: NO _____ YES ________

If yes, complete the following:

1. Allergy: ____________________________________________________________

   Reaction: ___________________________________________________________

   Treatment: _________________________________________________________

2. Allergy: ____________________________________________________________

   Reaction: ___________________________________________________________

   Treatment: _________________________________________________________

3. Allergy: ____________________________________________________________

   Reaction: ___________________________________________________________

   Treatment: _________________________________________________________

Parent’s Signature: ____________________________ Date: ______________

Physician’s Signature: ____________________________

PLEASE PHOTOCOPY IF MORE SPACE IS NEEDED

** For any food allergies, please have physician fill out Food Allergy Action Plan.
FOOD ALLERGY ACTION PLAN

Student’s Name: ___________________________ Date of Birth: ____________

ALLERGY TO: ____________________________

Asthmatic Yes* ? No? *High risk for severe reaction

• SIGNS OF AN ALLERGIC REACTION •

Systems: Symptoms:
MOUTH itching & swelling of the lips, tongue, or mouth.
THROAT* itching an/or a sense of tightness in the throat, hoarseness, and hacking cough.
SKIN hives, itchy rash, and/or swelling about the face or extremities.
GUT nausea, abdominal cramps, vomiting and/or diarrhea.
LUNG* shortness of breath, repetitive coughing, and/or wheezing.
HEART* “thready” pulse, “passing-out”.

The severity of symptoms can quickly change. *All above symptoms can potentially progress to a life-threatening situation.

For Minor Reaction:

1. If ingestion is suspected and/or symptoms) are: ____________________________

_________________________ give: ____________________________ medication/dose/route

Then call:
2. Parent/Guardian, or Emergency Contacts

For Major Reaction:

1. If ingestion is suspected and/or symptoms) are: ____________________________

_________________________ give: ____________________________ medication/dose/route

Then call:
2. 911 if severe reaction
3. Parent/Guardian, or emergency contacts.
4. Dr. __________________________ at __________________________

DO NOT HESITATE TO CALL RESCUE SQUAD/911!

Parent/Guardian Signature: __________________________ Date: ____________

Physician’s Signature: __________________________ Date: ____________

Daily Life Therapy® • Food Allergy Action Plan • 2015

603 CMR 28.09(11)(h)
FOOD ALLERGY ACTION PLAN (CONT.)

EMERGENCY CONTACTS

1. __________________________________________
   Relation: ________________________________
   Phone: _________________________________

2. __________________________________________
   Relation: ________________________________
   Phone: _________________________________

3. __________________________________________
   Relation: ________________________________
   Phone: _________________________________

**ALL BOSTON HIGASHI SCHOOL STAFF ARE TRAINED IN THE USE OF EPIPEN INJECTION AND ANAPHYLAXIS**

EPIPEN® AND EPIPEN® JR. DIRECTIONS

1. Pull off gray activation cap.
2. Hold black tip near outer thigh (always apply to thigh).
3. Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. The EpiPen® unit should then be removed and taken with you to the Emergency Room. Massage the injection area for 10 seconds

** For children with multiple food allergies, use one form for each food. **
FOOD & NUTRITION

Philosophy
It is the philosophy of the Boston Higashi School to encourage a varied diet and to provide foods that are important to growth. We recognize that many of our students have selective eating behaviors as part of their autism. Developing proper eating habits is an important part of our curriculum. We provide a well balanced, nutritious diet at every meal.

Policy
Boston Higashi School provides for the nutritional and special dietary requirements of students, and provides an appropriate number of meals daily (three meals a day for the residential students) at reasonably appropriate times, which constitute a nutritionally adequate diet. Nutritional snacks are also provided when appropriate. The person responsible for oversight is Bill Burke, Food Services Director, in consultation with a registered dietician.

Procedure
The following are general guidelines followed by the Boston Higashi School related to food and nutrition:
* Students are encouraged to eat a well-balanced diet.
* Students are not force-fed or coerced to eat against his/her will unless medically prescribed.
* Food is not withheld unless medically prescribed.
* Boston Higashi School allows students to eat at a reasonable leisurely rate.
* Staff monitors meals to assure that students receive adequate amounts and varieties of food.
* Written menus are distributed and posted each week, and copies of menu plans are maintained for typical weeks.
* Appropriate nutritional snacks are provided for students’ snacks are served mid-afternoon, and on an as-needed basis as determined in conjunction with the physician, family requests and RD.
* Boston Higashi School serves meals to students that are substantially the same as those served to staff, unless age differences or special dietary needs require differences.

The Boston Higashi School has a Registered Dietician that reviews menus, food allergies, and special diet requests. Each semester, the Health Room obtains height and weight for each student. The Registered Dietician (RD) is available to consult with parents and the nursing staff, as well as the medical consultant to make recommendations regarding dietary issues when necessary. The RD monitors height and weight of each student and submits her report on the medical attachment to the IEP.

Policy
Special diets are provided to students who have a doctor’s order and appropriate laboratory findings supporting the medical need for a requested diet. Dietary restrictions due to religious beliefs are accommodated and must be made in writing to the School upon admission.

Procedure
It is the parents’ responsibility to ensure that Boston Higashi School receives the physician’s order and relevant laboratory work from the ordering physician. The Program Committee, along with the Registered Dietician, will be responsible for reviewing said request and documentation. Once a division is made, approvals are forwarded to the Nutritionist for review to ensure it is nutritionally appropriate. Parents will be notified of the outcome in a timely manner, and if approved, the starting date of the special diet. Parents are ultimately responsible for the payment of requested special diets.
MEDICAL INSURANCE

All students attending Boston Higashi School MUST have medical insurance coverage. If your insurance does not cover all medical bills, you will be responsible for the balance.

Please provide the Health Office with a copy of the front AND back of insurance cards yearly, or anytime there is a change in his/her insurance plan.

MEDICAL INSURANCE FOR INTERNATIONAL STUDENTS

In the past, we have found that international companies have been difficult about international coverage and payments. For information about enrolling your child in a local plan used by the school, please contact the Health Office at extension 208.

HEALTH SCREENINGS

The Boston Higashi School conducts screenings for the following on an annual basis:

• * Dental
• Hearing
• Vision
• Posture (on children ages 10-15)
• BMI (by the student’s 7th, 10th, 13th, and 16th birthday for un-graded classrooms)

The purpose of the screenings is to find early signs of possible problems. These are not diagnostic services, but programs to identify young people who may need further evaluation.

* In addition to the dental screenings, Visiting Dental Associates of MA will offer preventative dental care, on site, for those who wish to participate. The optional preventative care will be administered by a Registered Dental Hygienist, and may consist of cleanings, fluoride treatments, sealants, and x-rays, as needed. For the optional preventative services, VDA accepts MassHealth, or private pay at a cost of $75.00/visit. There is no cost for the yearly screening provided for all students.

If you do not want your child to participate in any of the screenings, please indicate so in writing. Otherwise, all students will participate.
Parents Association
The Parents Association of the Boston Higashi School is a group that supports both the school and the families of the children who attend the school. The goal is to unite all the parents and celebrate together the 29th Anniversary of Dr. Kitahara’s efforts and dream.

The Parents Association supports the school and families through attending and actively participating in the main events of the school year: Sports Day, Annual Celebration, Road Race, Family Day and the Bon Dance. It is very important that the parents support open houses at the school and residence and participate in the parent training sessions held throughout the year in order for progress to be made with the student in the home environment. The staff work very hard to share with the parents their efforts with each student.

The Parents Association meets regularly at the school. The ultimate goal of the Parents Association is to involve all parents in the Boston Higashi School Community and to help them understand Daily Life Therapy®.

We invite all parents to get involved in the Parents Association. You can do so by attending the scheduled meetings or by contacting one of the officers. Please show your support by becoming involved in our many activities.

**Executive Board of Officers:**

- **President**: Lisa Burgess
- **First Vice President**: Kathy Sidlauskas
- **Second Vice President**: John Sidlauskas
- **Corresponding Secretary**: Jill Gichuhi
- **Recording Secretary**: Julie Coppenrath
- **Treasurer**: Cheryl Begnal
- **Assistant Treasurer**: Mark Hausser
Advisory Board of Education
BOSTON HIGASHI SCHOOL, INC.
ADVISORY BOARD OF EDUCATION
SCHOOL YEAR 2015-2016

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Child Neurologist, Integrated Center for Child Development
Director, The Autism Research Foundation
Special Area of Study: Brain Research in Autism

MARIE DUGGAN
Executive Director/Founder, Technology for Autism Now, Inc.
NE Regional Director, U.S. Society of Augmentative & Alternative Communication Users
AAC/AT Independent Contractor/Consultant

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Member of the Corporation, Boston Higashi School
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Former Director & Chairman, The Education Cooperative
Former School Committee Chairman, Town of Natick

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Author, lecturer

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Former President & CEO, Autism Society of America & Publisher of Autism Advocate Journal
Member, Interagency Autism Coordinating Committee (IACC) & National Health Council

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Past Superintendent, Natick Public Schools
Former Executive Director, Walnut Hill School
Former Member of the Corporation, Boston Higashi School
President & Secretary, Morse Institute Library, Natick

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Former Special Education Director, Milton Public Schools
ANNE S. LARKIN
Co-Leader Kennedy-Longfellow/Lesley University Partnership
Professor Emeritus, Lesley University School of Education
Director, “Say Yes to Education”
Co-founder, “PALS” (Personal Advocacy & Lifetime Support)
Member of the Corporation, Boston Higashi School
Special Area of Study: Research Specializing in Autism, Facilitated Communication,
School Restructuring, and Inclusion

STEPHEN H. MOTT, M.D.
Medical Director, Child Development Program, Children’s Hospital at Dartmouth-
Hitchcock Medical Center
Special Area of Study: Developmental Pediatrics and Pediatric Neurology

JOHN J. RATEY, M.D.
Associate Clinical Professor of Psychiatry, Harvard Medical School
Author of Driven to Distraction and Spark-The Revolutionary New Science of Exercise
And the Brain
Adjunct Professor at National Taiwan Sports University & Reebok’s Ambassador for
Active Kids
Special Area of Study: Neuropsychiatry, the Brain-Fitness Connection

SUSAN SENATOR
Author of Making Peace with Autism: One Family’s Story of Struggle, Discovery and
Unexpected Gifts; The Autism Mom’s Survival Guide: Creating a Balanced and Happy Life
While Raising a Child with Autism; and Dirt: A Story about Gardening, Mothering and Other
Messy Business

STEPHEN SHORE, Ph.D.
Author of Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome
Editor and Contributor to Ask and Tell: Self-Advocacy and Disclosure for People on
the Autism Spectrum
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Frequently Asked Questions
1. **What does HIGASHI mean?**
   Higashi literally means “East”.
   The school was named by its founder Dr. Kiyo Kitahara who established the Musashino Higashi School in Tokyo 50 years ago and the Boston Higashi School over 25 years ago. Dr. Kitahara chose the name “Higashi” because the sun rises in the east and each new day brings hope.

2. **What is Daily Life Therapy®?**
   The major tenet of Daily Life Therapy® is that education should be conducted in an environment of normality. It is an educational philosophy and approach that is based upon three “pillars”, or principles, that foster the development of human dignity and self-esteem in the growing child allowing him/her to contribute to and benefit from society. Recognizing the social isolation and emotional instability of children with autism, our approach seeks to help children form bonds, relate to others, communicate and control their anxieties so as to master tasks and learn skills for doing and thinking which will allow them to relate to others at the same time as they develop independence. The Musashino Higashi and the Boston Higashi Schools are the only schools that use Daily Life Therapy®.

   * **Vigorous Physical Exercise** - regulating biological rhythms of life and gain benefits of health, stamina, mood, awareness of one’s surroundings and concentration.

   * **Emotional Stability** - establishing strong bonds with students and creating a known and predictable environment in which the child can master the skills for independence and thus feel accomplishment and pride.

   * **Intellectual Stimulation** - implementing a broad, age-appropriate and varied curriculum, including the arts, which allows the individual talents and interests of each individual child to flourish so they may reach their true potential as necessary for each individual child.

3. **What is your schedule of operation?**
   We offer three tiers. The level of programming is determined by the student’s IEP Team pursuant to Federal and State guidelines. The Boston Higashi School collaborates with school districts to ensure that efforts prioritizing the Least Restrictive Environment requirements of IDEA have been employed. The student’s IEP team may afford due diligence to examination of weekend reports, audit of parent training participation, home visits by LEA and/or BHS, and Functional Behavior Assessment or other evaluations as determined by consensus of team.

   **Tier 1 - Day Program, 217 Days**
   Students may also participate in our vacation day programming at parent discretion and funding, or IEP recommendation with district funding. Parents must submit the forms sent out for each vacation session. A student may attend the full session or for designated days.

   **Tier 2 - Residential Program, 304 Days**
   The purpose of the Boston Higashi School Residential Program is one of education, teaching daily living, community, and social skills to Higashi students through the utilization and adoption of the pedagogical techniques of Daily Life Therapy®. The residential program curriculum...
complements and reinforces that of the day program, allowing generalization of learning to this supportive, homelike yet highly structured environment. Students may also participate in our vacation day programming at parents discretion and funding, or IEP recommendation with district funding. Parents must submit the forms sent out for each vacation session. A student may attend the full session or for designated days.

**Tier 3 - Residential Program, 365 Days (Extended School Year)**

The IEP team has determined that substantial regression and problems with recoupment will occur in the absence of the structured environment of Daily Life Therapy® implemented by Boston Higashi School staff with fidelity and integrity. Parents are not required to fill out vacation session forms.

Boston Higashi School also offers vacation day programming approved by the Randolph Public Health Department during the school vacations. Student participation is determined by their IEP, or privately funded by parents.

Our students have a very structured schedule each the day including daily living skills, academics, special subjects including Communication, P.E., Art and Music and a daily assembly. Students do their daily activities in class/division groups.

4. **What are the classroom teachers' qualifications and student teacher ratios?**

   Most teachers have a Master's degree in Special Education and are licensed by the Massachusetts Department of Elementary and Secondary Education. The Boston Higashi School provides a 3:1 school wide student teacher ratio. Class ratios in the Elementary, Middle School and High School are 6:1 to 8:1 respectively.

5. **Do you follow the Common Core Curriculum Standards?**

   Yes. The Boston Higashi School provides instruction aligned to the Common Core Standards and Massachusetts Curriculum Frameworks. Students participate in selected content areas as part of the Massachusetts Comprehensive Assessment System (MCAS). Massachusetts students in grades 3 through 10 participate in MCAS testing and students from other states participate in their respective state assessment programs in accordance with their individual educational plans.

6. **How do you teach students of differing abilities in the same class?**

   The Boston Higashi School provides differentiated instruction throughout all areas of the school's curriculum. Differentiated instruction is based on the premise of providing instruction that meets the various needs of all students within the classroom. Under the Daily Life Therapy® educational model students are educated in a group setting. Because of this, teachers and clinical staff are experienced in modifying instruction to meet the various needs and learning styles of each student within the group. Individual needs, such as a student’s readiness, background knowledge and learning style are addressed within the context of the group through differentiated instruction.

7. **What approach is used to teach literacy skills?**

   The Boston Higashi School Literacy Specialists utilize a balanced approach when teaching reading, writing, communication and listening skills implementing a multi-modal instructional approach, which allows our special education classroom teachers to address various needs and individual differences within the group Literacy instruction, is incorporated and embedded throughout all content areas of the curriculum.
8. How do you use technology to support writing?
   The use of technology is embedded throughout the day to enhance academics, improve communication and provide leisure opportunities. Teachers incorporate interactive whiteboards and educational iPad applications into lessons in order to increase learning through fun and meaningful activities. The students participate in technology lessons that include typing, mouse skills, academic programs and leisure. Students are encouraged to use low and high tech voice output devices, which expand expressive, receptive and social pragmatic language. Technology allows our students greater access to educational, vocational and community settings.

9. How are Clinical Services delivered?
   Clinical Services are offered in a consultative collaborative model utilizing licensed specialists in their fields including speech and language pathologists, a clinical psychologist, occupational therapists and a physical therapist. Having this broad array of service providers available to consult about the individual needs of students as well as programmatic enhancements, contributes to meeting the needs of all students in these areas on a full-time in-context basis throughout their entire day, providing continuous practice and learning Subtle therapeutic interventions may be implemented in the student’s natural setting.

10. What is your approach to addressing the sensory needs of your students?
    Individuals with autism often require intense sensory experiences in order to help regulate their systems. Our curriculum has been developed very carefully to provide opportunities for sensory stimulation and exploration that are integrated and addressed in a natural context throughout our student’s entire day. Sensory processing is promoted during ADL’s (dressing, eating and toileting) as well during academic, communication, physical education, art, music and leisure classes. The curriculum is structured to offer a range of visual, tactile, auditory, olfactory, gustatory, proprioceptive and vestibular input to stimulate, regulate and help our students learn to overcome sensory obstacles. In addition student specific accommodations are used for students who have been identified.

11. What is your approach to communication?
    Boston Higashi School uses a total communication approach employing a variety of strategies including gestures, symbols, pictures, basic sign language, spoken language and voice output devices to support the students’ communication. Speech-language pathologists work in collaboration with classroom and residential teachers to enhance receptive, expressive and social communication on a daily basis.
    In addition to the wide range of visuals, all classrooms have speech generating devices such as, ipads that are programmed to support communication and the curriculum. Boston Higashi School has a variety of augmentative and alternative communication devices.

12. Do you use any medications to control students’ behavior?
    Currently there are no medications that have been shown to treat autism. All medications that are given to children with autism have been developed to treat different conditions and are given because the symptoms of autism may sometimes appear similar. However, the underlying causes are not necessarily the same. Under Daily Life Therapy®, the goal is to wean students off psychotropic medication and alternative treatments over time in order to enhance their overall learning experience. This is an individualized process done in consultation with each family and the student’s prescribing physician. Students with dual diagnoses, including medical conditions such as seizures, may still take medications provided the required documentation is submitted.
13. Do the residential students go out into the community?
   Yes, frequently. Acquiring community skills is one of the goals for the residential students. The students visit the post office to buy stamps to send letters to their parents, the library to check out books, the supermarket to buy their cooking ingredients. The students go swimming throughout the year. They also take many age appropriate field trips (movies, restaurants, and beaches.)

14. What is the expectation for parent participation?
   The goal for our students and their families is to experience a high quality of life. Therefore a close partnership and collaboration MUST exist between parents and the Boston Higashi School. Both school and home must have the same values and expectations to help each child grow to his/her full potential. The Boston Higashi School has developed a process for parents to become closely involved with their children's education including Parents Collaboration Meetings, school events, and consistent weekly updates. We also offer home visits to assist parents with the implementation of Daily Life Therapy®

15. Can my child apply to Boston Higashi School from outside of Massachusetts? Is the Boston Higashi School licensed?
   We accept students from throughout the United States and from other countries. The Boston Higashi School is licensed by the Massachusetts Department of Elementary and Secondary Education, Massachusetts Department of Early Education and Care and comparable agencies in California, Illinois, New York, New Jersey and Vermont. This school is authorized under Federal law to enroll nonimmigrant alien students.

16. Do you have an adult program?
   Boston Higashi School is licensed to educate children and young adults through the age of 22. Students between the ages of 19-22 have a specially designed community based employment in addition to functional academics to promote the development of an individual lifestyle for each student. We offer specialized transition services working collaboratively with families and adult service providers during the transition process and also provide ongoing follow-up.