

# TRADEWINDS EDUCATION CENTER

A DIVISION OF UPSTATE CARING PARTNERS

## Education and Residential Program Handbook



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## Table of Contents

<b>Introduction</b> .....	<b>3</b>
<b>Education and Treatment Philosophy</b> .....	<b>4</b>
<b>Admissions Process</b> .....	<b>5</b>
<b>Education Program Overview</b> .....	<b>6</b>
Special Education Teacher.....	7
Related Services .....	7
Clinical Services .....	9
<b>Evidence-Based Approaches</b> .....	<b>10</b>
<b>Residential Program</b> .....	<b>13</b>
<b>Family Involvement</b> .....	<b>13</b>
<b>Health Services/Student Health Information</b> .....	<b>14</b>
Immunizations.....	14
Medication Administration .....	14
Physical Examinations.....	15
Miscellaneous.....	15
<b>Attendance Policy</b> .....	<b>17</b>
Excused Absences .....	17
Unexcused Absences .....	17
Early Release .....	18
Emergency School Closing.....	18
Daily Communication .....	19
Parent-Teacher Conference .....	19
Program Visitation .....	19
<b>School Lunch Program</b> .....	<b>19</b>
<b>Discharge Policy</b> .....	<b>20</b>
<b>Program Compliance</b> .....	<b>21</b>
Formal Due Process Rights for Parents/Guardians .....	21
Behavioral Interventions .....	21
Student Data Privacy and Confidentiality .....	21
Mandated Reporting .....	22
Program Compliance Contact Process .....	22

*For copies of the Tradewinds Education Center and Residential Handbook in languages other than English, please contact the Education Director of your student's program.*

## Introduction

Tradewinds Education Center and Children's Residential Program, a division of Upstate Caring Partners, provides a research-based, special education curriculum for students and residents (ages 5 to 22) with intellectual disabilities, with and without other developmental disabilities, across four schools in Utica, Rome, Chadwick, and Sauquoit, New York. Tradewinds is a private 853 school and residential program approved by the New York State Education Department (NYSED). Private 853 programs commonly serve students with disabilities who cannot be appropriately educated in their home school district, a neighboring district, or in the programs of a local Board of Cooperative Educational Services (BOCES) agency. Over 80% of the students enrolled have an Autism Spectrum Disorder (ASD) diagnosis. Many of our students have additional co-occurring communication, medical, psychiatric, dietary, and physical conditions affecting their overall functioning. Students referred to our program display significant behavior and/or learning difficulties that are evident in less restrictive school environments.

We are dedicated to providing a safe, dignified, and trusting environment because we believe our students learn best when they are Happy, Relaxed, and Engaged (HRE). We provide a compassionate learning environment that focuses on an evidence-based, behavior analytic approach to instruction. We are committed to teaching essential and functional skills to improve students' independence and quality of life in the areas of academics, adaptive and social behaviors, and vocational skills.

Our treatment teams include medical, dietary, therapy, psychiatric, clinical, and educational professionals to ensure comprehensive, consistent education that leads to meaningful outcomes. Additionally, our Student and Family Support Specialists provide counseling and group skills training to students as well as parent support meetings and trainings.

## **Education and Treatment Philosophy**

Respect and Safety: We believe it is our responsibility to create an environment of warmth, understanding, and security so our students can flourish. We believe our students deserve the right to be in a trauma-informed care environment free of coercive, threatening, and aversive practices.

Evidence-Based Practices: We believe in an evidence-based and outcome-driven approach to our treatment. Applied Behavior Analysis (ABA) is the core of our education and treatment methodologies. We believe progress is best attained through proper assessment, case conceptualization, treatment planning, and progress monitoring.

Understanding the whole child: We believe all children do well if they can. It is our job to understand barriers to success. We support a comprehensive understanding of our students across key domains (physical, emotional, intellectual, social, and behavioral). We work together as a team of professionals from many disciplines.

Highest Level of Independence: We believe we have a responsibility to teach skills that will allow each student to achieve their highest level of independence. As such, we actively work to help students gain access to less restrictive educational and residential environments and with less restrictive and intrusive interventions. We believe that integration into the community for recreational, vocational, and educational activities is necessary. We assist parents and school districts with making successful transitions back home.

Diversity: We believe it is essential to collaborate with families to meet their students' educational and residential goals. We understand that students and families come from diverse backgrounds and experiences. We respect differences in child-rearing beliefs and view diversity as an essential part of treatment.

## **Admissions Process**

Referrals for both school and residential students are received directly from the student's home/referring school district's Committee on Special Education (CSE) chairperson and reviewed by the Tradewinds Placement Committee. Upon the review, the committee determines whether the student meets the criteria for further screening. Tradewinds intake coordinators schedule screenings and include a professional from the clinical, educational, and/or therapy teams. Following screening, the Placement Committee reviews the results and determines if Tradewinds and/or the Children's Residential Program can meet the needs of the student.

Upon admission, every student's classroom and residential team (when applicable) complete a comprehensive review of current skills and deficit areas. Following this review, the teams conduct an assessment and collaborate with parents and the home/referring school district's CSE to design appropriate, functional, and meaningful goals for the student. If an admitted student has a Behavior Intervention Plan (BIP), the plan is discontinued, and the student's treatment team evaluates the need to conduct another Functional Behavior Assessment (FBA). FBAs are requested if a student presents with challenging behaviors that impact the safety of self or others or the student's ability to make progress on IEP goals. The results of the initial assessments and other therapy evaluations are reviewed, and goals are proposed at a CSE meeting within the first 90 days of admittance.

It should be noted that parents/guardians of students attending Upstate Caring Partner's Tradewinds program shall not be asked to make any payments in lieu of, in advance of, or in addition to State, school district, or county payments for allowable costs for students placed according to New York State procedures.

## Education Program Overview

Tradewinds classrooms are designed to accommodate a low student-to-staff ratio with special education teachers, clinicians, paraprofessionals, and behavior technicians. The Rome and Utica Tradewinds Education Centers provide a 6:1:3.5 ratio. The Chadwicks and Root Farm campuses are a less restrictive environment, providing a 6:1:3 students-to-staff ratio. As skills are attained at the Rome and Utica campuses, students are assessed annually to determine whether to transfer to the Chadwicks or Root Farm campuses (see STEPS below). In addition to classroom instruction, students at each of our sites have the opportunity to participate in specialty classes, such as art, ceramics, music, and adaptive physical education.

The Essential for Living Curriculum (EFL) is utilized to identify essential and appropriate goals for each student. Goals are individualized and taught using the principles of ABA through systematic prompting, prompt fading, and reinforcement methods, ensuring proficiency and fluency of each skill.

Progress monitoring is completed through daily data collection for each student's goals and objectives, providing the necessary information to make data-informed decisions regarding academic, therapeutic, and social/behavioral progress. Students' preferences and interests are frequently assessed to ensure instruction is motivating and engaging.

When students have obtained a high level of independence in essential life skills (e.g., following simple instructions, waiting, asking for help), treatment teams collaborate to identify student-specific vocational training. Job skills, from very basic to complex, are taught across all four Tradewinds campuses. Following initial vocational training, students are assessed annually through the Tradewinds STEPS program. Utica and Rome students with maximum independence and job-readiness are evaluated through STEPS to transition to the Chadwicks or Root Farm campuses, less restrictive environments with a vocational lab and more opportunities for community-based job-skills training. Following admission to Chadwicks or The Root Farm, students' vocational opportunities are increased in the community, with the ultimate goal of obtaining sustainable employment pre- and post-graduation.

## **Special Education Teacher**

Special education teachers provide daily opportunities for students to work on individualized, functional goals as identified through various assessments. They work collaboratively with Clinical and Related Services to assess current skills, identify deficits, design programming and functional contexts to teach the skills within these contexts, and effectively monitor progress through our Evidence-Based Practices. Additionally, they create supplemental learning materials for students and work with teacher assistants and aides to utilize those materials during instruction. Special education teachers ensure that program accommodations and modifications outlined in the student's Individualized Education Plan (IEP) are implemented. Tradewinds special education teachers are trained in safe, dignified, and trauma-informed education practices and teach essential life skills to maximize students' independence, improving their overall quality of life.

## **Related Services**

Speech, Occupational, and Physical therapists provide direct services as recommended in each student's IEP. Therapists collaborate with classroom teams to address goals in the areas of communication, activities of daily living, and motor skills. Skills are taught during individualized or group sessions in a separate space with minimal distractions, in the classroom, or in the community. Therapists work with classroom staff to effectively teach the various skills throughout the day to foster generalization and fluency.

### **Speech/Language Therapy**

A Speech and Language Pathologist (SLP) assesses the communication skills and deficits of each student and ensures that he or she reaches their maximum potential in the educational and residential setting. Tradewinds provides a team approach to address all communication needs of the students, including receptive language (understanding information presented), expressive language (communicating wants and needs functionally), and pragmatic skills (using appropriate social skills throughout daily life activities). The SLP, teacher, and clinician collaborate to identify communication skills to be targeted within each student's program. The team implements the program with classroom aides and assistants, who record daily data for progress monitoring and future review. If a student does not communicate through a vocal/verbal method, we will identify an appropriate Augmentative Alternative Communication (AAC) system and systematically teach functional communication.

**Occupational Therapy**

An Occupational Therapist (OT) assesses a student's interaction with the environment through daily activities and assists with developing fine motor skills and Activities of Daily Living (ADL) to promote skills and independence, enhancing the student's overall quality of life. OTs assess the need for modifications and/or adaptive equipment (e.g., adaptive silverware, slant board) and focus on developing skills in the areas of attention span, transitioning, sensory, motor skills, and manipulation of small objects.

**Physical Therapy**

A Physical Therapist (PT) addresses an individual's gross motor development, balance (static and dynamic) and equilibrium, overall strength and endurance, postural control, and coordination and motor planning. PTs assess the need for and use of adaptive equipment (e.g., wheelchairs, walkers, orthotics), which may be necessary to support the individual's physical functioning or to maintain an individual's safety.

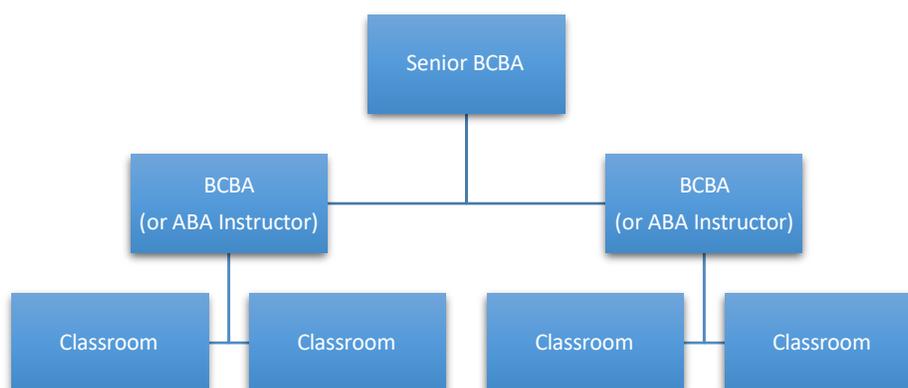
**Counseling**

Counseling addresses an individual's social, emotional, and behavior-related needs in an individual, group, or classroom setting. Counseling Services utilizes evidence-based approaches specific to our student body. Screenings are conducted before the start of services to assess the likelihood of success, as many individuals with significant intellectual disabilities do not benefit from individual or small group counseling.

## Clinical Services

Tradewinds employs a unique staffing model with a high concentration of master's- and doctoral-level Board Certified Behavior Analysts (BCBA) and staff pursuing their BCBA credential (ABA Instructors). Senior BCBA's collaborate with the educational, therapy, and residential directors to guarantee consistency of programming and staff training. Additionally, Senior BCBA's oversee the programming and supervise BCBA's and/or ABA Instructors working in classrooms.

BCBA's and/or ABA Instructors collaborate with classroom teachers and related service providers across two classrooms. In their role, they work with the classroom team to provide ongoing assessment, assist in goal development, support progress monitoring, and guide data-based decision-making for goals for all students. Behavior Techs (BTs) or Registered Behavior Techs (RBTs) are entry-level clinicians supervised by BCBA's and staffed within each classroom, providing ongoing programming support. Both BCBA's and RBTs receive their certification through the Behavior Analytic Certification Board (BACB) after undergoing the necessary education, supervision, and testing requirements.

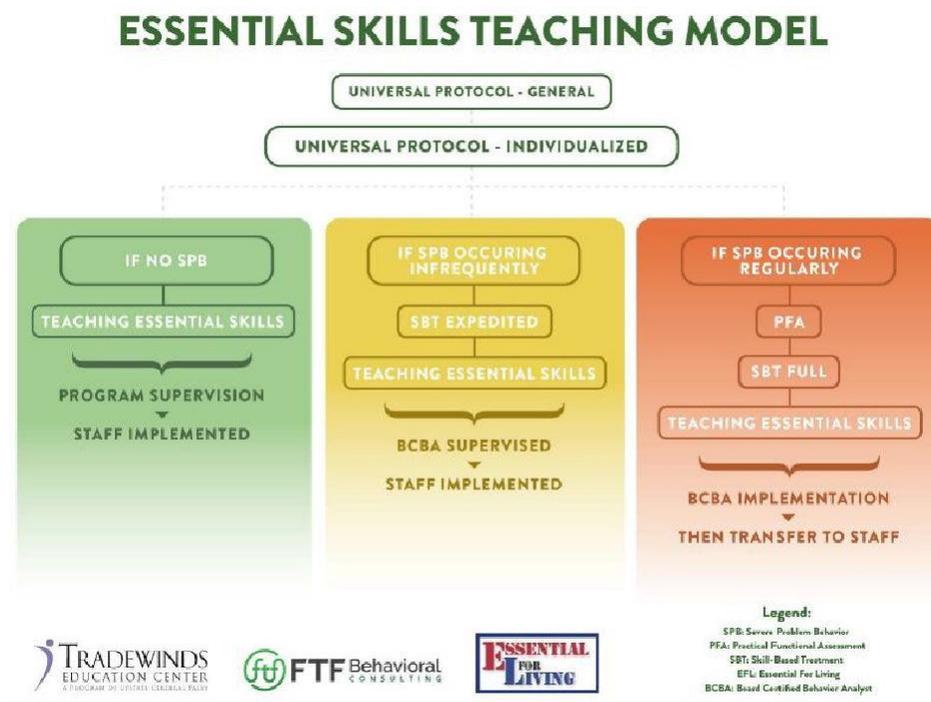


BCBA's are the experts in ABA and provide their knowledge and experience to ensure a high-quality instructional program. BCBA's work with Special Education Teachers, Teaching Assistants, Therapists, Counselors, and support staff to deliver high-quality, cohesive programs to students. Tradewinds BCBA's are trained in safe, humane, dignified, and innovative assessments and treatment practices to address common behavior problems for students referred to our program, such as aggression, self-injurious behavior, elopement, and refusal, and to teach essential, adaptive skills.

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## Evidence-Based Approaches

Our Essential Skills Teaching Model (ESTM) consists of three core components to effectively treat challenging behavior and teach critical skills that lead to a healthy and fulfilling life: Universal Protocols, Practical Functional Assessment and Skills-Based Treatment, and Essential for Living.



### Universal Protocols (UP)

Provides the foundation from which services are provided and is therefore but the first step towards individualized and meaningful education and care. Safety, televisibility (dignity), and rapport are the priorities of the Universal Protocol. They are implemented with the assumption that all students UCP supports have experienced multiple adverse events and/or repeated stressful situations. The goals of the protocol are to increase joy among UCP students (i.e., increase the extent to which students are happy, relaxed, and engaged) and to prevent escalation to severe problem behavior by removing events/interactions that commonly evoke problem behavior and by reinforcing warning signs

1. **Show continuous positive regard and empathy**
2. **Enrich the environment**
3. **Follow the student's lead to the extent possible**
4. **Invite the student to participate in scheduled educational and habilitative activities**

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5. Limit non-essential demands
6. Consider providing choices, especially prior to the provision of an essential demand
7. When presenting essential demands, consider the following additional tactics to make them less aversive
8. At the earliest warning signs, attempt to provide what you think the student wants and/or earnestly ask the student what they would like and attempt to provide it.

### Skill-Based Treatment (SBT)

If severe challenging behavior persists despite effective implementation of Universal Protocols, the treatment team may decide to move to a more expert-driven approach to address these concerns. SBT teaches the student to communicate their wants/needs, tolerate disappointments or delays in meeting those requests, and cooperate with instruction on varying tasks. A BCBA will begin the process with a Practical Functional Assessment, designed to create a safe environment where the student is Happy, Relaxed, and Engaged, and to identify what is reinforcing severe, challenging behavior.

### Essential for Living (EFL)

A comprehensive assessment and curriculum for prioritizing essential life skills that improve the overall quality of life and dignity of the students. The Essential 8 Skills, plus leisure skills, are foundational for all students and lead to a more independent and fulfilling life.

**ESSENTIAL FOR LIVING** THE ESSENTIAL 8 SKILLS FOR INDIVIDUALS WITH MODERATE-SEVERE IDD

- 1 MAKING REQUESTS**  
Communication is the key to increased independence. Must have skills include being able to independently request 10 preferred items.
- 2 WAITING**  
Tons of waiting goes on in life. Must have skill includes waiting 20 minutes without complaints or problem behavior after requesting something.
- 3 ACCEPTING REMOVALS, MAKING TRANSITIONS, SHARING, & TURN TAKING.**  
The person should be able to accept the removal of items, transition, share, and take turns without complaints or problem behavior.
- 4 COMPLETING 10 CONSECUTIVE, BRIEF, PREVIOUSLY ACQUIRED TASKS**  
Independently completes 10 functional tasks of varying duration without complaints or problem behavior.
- 5 ACCEPTING NO**  
The goal is to be able to accept no by continuing on with other activities without any problem behavior.
- 6 COMPLETING DAILY LIVING SKILLS**  
Must have skills focused on in this domain include eating, drinking, sleeping, avoiding harmful household items, and wearing clothing appropriate to the weather.
- 7 FOLLOWING HEALTH AND SAFETY DIRECTIONS**  
Independently following directions like "stay here," "walk with me," holds hand of staff, stands up or sits down, and leaves the building/residence in a fire drill.
- 8 TOLERATING SITUATIONS RELATED TO HEALTH AND SAFETY**  
Must have skills include tolerating physical prompts, taking medication, using adaptive equipment, and personal protective equipment, such as wearing masks.

<https://essentialforliving.com/>

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## Practical Assessment Exploration System (PAES)

A vocational lab at Chadwicks that provides hands-on experience with pre-requisite skills for jobs in the areas of Computer/Technology, Processing/Production, Construction/Industrial, Business/Marketing, and Consumer Service. The skills taught in the PAES lab directly correlate to employment in the community. PAES lab supervisors and the students' teachers work closely with community partners to help facilitate meaningful employment during school and following graduation.



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## **Residential Program**

Tradewinds students are assigned to residential homes based on their chronological age, acuity level, emotional/behavior-related needs, physical/medical requirements, and areas in need of improvement. Our residential services are approved by the NYS Education Department and licensed by the NYS OPWDD. We provide a nurturing and instructional residential setting. The goal of our residential program is to create a safe, dignified, and trusting environment where students learn essential skills that lead to a high-quality and rewarding lifestyle. Each home accommodates either 6 or 12 residents, staffed with paraprofessionals and administrators. Additionally, Recreation Coordinators, Nurses, BCBA's, ABA Instructors, and Behavior Technicians support each home.

In addition to education and residential programming, Tradewinds offers a variety of leisure activities on campus and in the community. From walking across campus to the school gym for a game of basketball, to outings to the park or on fishing trips, our students have the opportunities to engage in recreational activities that bring joy and relaxation to their lives.

## **Family Involvement**

Tradewinds school and residential programs value family members' involvement in both their students' educational and/or residential programming. We recognize family participation as an essential component of their students' growth and future. We work closely with families to ensure treatment and education are effective, appropriate, evidence-based, and consistent with the mission and values of Upstate Caring Partners Tradewinds and Residential programs. Additionally, Tradewinds employs a Family and Student Support Specialist to provide another line of communication between the school and home. We also offer a family support group facilitated by a certified school counselor, which meets four times during the school year and once during the school's summer program.

Tradewinds strives to maintain a safe, trusting environment. We encourage families to take an active role in their student's treatment and education and openly address any concerns with their student's treatment team. Tradewinds staff work diligently with families and CSEs to ensure smooth transitions upon graduation or transfers to other programs or less restrictive environments.

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## Health Services/Student Health Information

### Immunizations

New students will not be admitted to school unless a written immunization record provided by the attending physician or the health department is presented at the time of enrollment, and immunizations are current. Students who require additional vaccine doses or lack a written record are allotted a grace period of 14 days to acquire additional doses and/or written documentation (§ 2164.7).

The immunization status of all students will be reviewed regularly. If a student does not meet the New York State (NYS) immunization requirements, he or she must be excused from school until the requirements are met. In addition, if a student is exposed to a communicable disease for which they are not immunized, they must be excused from school during the period of contagion. They will require clearance from their attending physician to return to school. Parents/guardians are advised to review the NYS Education Department regulations for further information (<http://www.p12.nysed.gov/sss/lawsregs/2164PH.html>).

### Medication Administration

According to the NYS Education Department, the following is required for a student to receive both prescription and over-the-counter medication during school hours:

- Students requiring prescribed medication during school hours must have a physician's statement dictating administration guidelines filed with the school nurse, along with a written request from the parent/guardian for their student to receive medication during school hours. Both documents from the physician and parent/guardian MUST include the name of the medication, condition being treated, dosage, route (how the medication is delivered), and time (when the medication is administered). For prescribed medications, "As needed" (i.e., PRN), conditions warranting the administration of the PRN medication MUST be specifically outlined by the physician and parent/guardian.
- All medication must be delivered to the school health office by the parent/guardian; the school nurse cannot legally accept or administer medication delivered by the student. Prescription medication MUST be received in a properly labeled prescription bottle, which includes the student's name, the name of the medication, and dosage instructions. Over-the-counter medication MUST be received in the original manufacturer's container with the student's name written on the bottle. Over-the-counter medication includes, *but is not limited to*, aspirin, ibuprofen, acetaminophen, cough drops, allergy medication, and nasal spray. As

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per section IV, subsection C, students are prohibited from the personal possession of illicit substances, which includes medication.

- Medication orders MUST be renewed every 6 months, and when a medication change occurs. Renewal and medication change request forms are available in the school health office.

Tradewinds reserves the right to administer a student's medication within one hour before or after the prescribed time unless otherwise indicated by the attending physician. School health personnel do not prescribe medication or advise on its usage.

Parents/guardians are advised to review the NYS Education Department regulations for further information related to school health services

(<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/>).

### **Physical Examinations**

The NYS Education Department requires that each newly enrolled student receive a physical examination from his or her family physician. A complete physical examination is again required when the student enters first grade or during their sixth year of age; third grade or during their eighth year of age; seventh grade or during their twelfth year of age; and tenth grade or during their fifteenth year of age.

Medical screening for vision, hearing, and scoliosis (curvature of the spine) will be completed in accordance with NYS guidelines. If the screenings reveal the need for further medical attention, the school nurse will notify the student's parent/guardian.

### **Miscellaneous**

#### **Communicable Disease**

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will not be allowed to attend school until he or she meets the guidelines for readmission. Please do not send your student to school if you suspect that he or she may have a communicable disease or if you notice symptoms of a possible contagious illness, which may include:

- Elevated temperature ( $\geq 100.4^{\circ}\text{F}$ )
- Vomiting
- Diarrhea
- Visible rash with/without excessive itching
- Excessive/unusual drainage from their eyes, ears, and/or nose

**In-School Injury or Illness**

Should a student become ill or be injured during school hours, the parent/guardian will be contacted and asked to pick up the student from school. Once the student is retrieved, the parent/guardian assumes complete responsibility for their care. If Tradewinds cannot reach the parent/guardian, the individual designated as the student's emergency contact will then be contacted.

**At-Home Injury or Illness**

A student returning to school following an at-home injury or illness MUST produce a physician's written statement that he or she is permitted to return to school. The school nurse is responsible for school-related care and first aid, but is not authorized to treat injuries that occur outside school hours.

Providing medical care and relief beyond school-related first aid is the sole responsibility of the parent/guardian.

**Student Hygiene**

Tradewinds promotes a high standard of personal hygiene, recognizing the potentially detrimental social and health effects on a student who displays poor hygiene. Tradewinds faculty and staff will assist and support our students to learn and maintain the following hygiene practices:

- Proper/regular hand washing
- Shielding one's sneezes and coughs to reduce the spread of infection
- Proper and safe use of tissues
- Safety related to bodily fluids

In addition, Tradewinds incorporates self-care skills into the daily curriculum, in accordance with the Health Education Learning Standards set forth by the NYS Education Department. Tradewinds utilizes "Mealtime Guidelines" during an instructional lunch period to address the safe handling of food and cleanliness during mealtimes as one of its health-related goals.

## Attendance Policy

All students are required to attend school each day of the 180-day school year or the equivalent on an hourly basis pursuant to the (NYS) Education Department.

Parents/guardians are legally responsible for ensuring their student attends school daily. Tradewinds works with district CSEs and local and state agencies to address repeated student truancy.

## Excused Absences

Parents/guardians are required to notify the school nurse by 9 a.m. if their student will be absent. Upon the student's return to school, the parent/guardian is required to submit a written notification with date(s) and reason for the student's absence. Students must attend school unless the absence is permitted and/or excused for one of the following reasons:

- Student Illness
- Illness of an immediate family member
- Death of a family member
- Religious observance of the student's own faith
- Required court appearance or subpoena
- Special event (e.g., public functions, conferences, state/national competitions)
- Medical or dental appointment
- Impassable roadways
- Students having, or suspected of having, a communicable disease or infestation are excused from school. They are not allowed to return to school until they no longer carry an infectious disease. Examples of communicable diseases and infestations include, but are not limited to, head lice, ringworm, impetigo, and scabies.

## Unexcused Absences

Absences that cannot be excused as one of the above reasons are considered unexcused absences. Unexcused absences include, but are not limited to, vacationing, shopping, unexcused tardiness (e.g., oversleeping), missing regularly scheduled school transportation, and unexcused early release.

Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided (see Health Services/Student Health Information). Absences due to noncompliance with immunization requirements are considered *unexcused*.

**Early Release**

Students will ONLY be released to individuals listed on official school records. Should a situation arise in which a student requires early release with an individual not listed on official school records, the parent/guardian must submit written notification to authorize the early release of their student with said individual. The individual's identity will be verified before the student is released from the program.

**Emergency School Closing**

Occasionally, unexpected conditions such as inclement weather warrant that school be delayed, canceled, or closed early. Tradewinds only delays, cancels, or closes early if it is in the best interest of our students' health and safety. It is of the utmost importance that parents/guardians are prepared for emergency closings, as ONLY custodial parents or legal guardians can transport their student or authorize changes in a student's transportation arrangements. In the event of an early closure, it is the responsibility of the student's home school district to provide transportation home if they are bused daily. If a parent/guardian regularly transports a student, it is the responsibility of the parent/guardian to pick their student up at school.

**Generally, Tradewinds campuses follow the local school districts' closings as listed below.**

**Rome Tradewinds: Rome City School District**  
**Utica Tradewinds: Utica City School District**  
**Chadwicks And Root Farm Tradewinds:**  
**Sauquoit Valley Central School District**

## **Home-School Communication Policy**

### **Daily Communication**

Parents/Guardians may receive daily, written communication to maintain regular contact with their student's classroom teacher. A parent may also contact the school directly to speak directly with their student's classroom teacher, education director, or another professional on their student's treatment team before 9 am or after 2:30 pm. If parents/guardians are unable to call during that time, they may leave a message with the administrative assistant, and the staff will return the call promptly.

### **Parent-Teacher Conference**

A parent or teacher may request a parent-teacher conference to discuss the student's progress at school and potential solutions to academic or behavior-related problems. Parent-teacher conferences can supplement the information conveyed by report cards and focus on a student's specific strengths and areas for improvement.

### **Program Visitation**

Tradewinds welcomes and encourages parents/guardians to visit their student's program at our annual Open House, special events, and school functions. Additionally, parents may request a private observation to be scheduled in a timely manner.

### **School Lunch Program**

School lunches are provided for all four campuses. Further information is provided annually to families at the start of each school year.

## Discharge Policy

Tradewinds educates individuals ages 5 to 22. Per SED Guidance, students have the right to remain in the program until the day before their 22<sup>nd</sup> birthday. Special circumstances may arise that require a student's early discharge from the program.

- Both Tradewinds and the student's home school district recommend that the student return to his or her home district school. This may occur once a student has achieved their academic/behavior/social/emotional-related goals established through the CSE process (see Education Overview).
- Parents/Guardians request graduation the year the student turns 18 years old or in the following years up to 22 years old.
- After a thorough follow-up with the student's CSE regarding opposition to treatment and or education, the CSE will decide if an alternate placement is warranted.
- Tradewinds staff will work diligently with the family and their student's CSE to review the process for discharge and ensure a smooth transition to the next placement.

## Program Compliance

Tradewinds is committed to providing our students and their families with the highest level of program service delivery. Should a parent/guardian perceive that we are not meeting their personal expectations and/or NYS or federal regulations, they should not hesitate to contact the Tradewinds Education Director immediately. If a parent/guardian is unsatisfied after their contact with the Education Director, they should contact the Vice President or Executive Vice President of Education Services. If the parent/guardian remains unsatisfied, they should seek further resolution with their district CSE.

## Formal Due Process Rights for Parents/Guardians

If a parent/guardian remains unsatisfied after all program and district-level steps are exhausted, they have the right to challenge the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) for their child by pursuing formal due process rights. Parents may:

- **Request an Impartial Hearing:** A parent/guardian may file a written request for an Impartial Hearing to their school district of residence.
- **File a State Complaint:** A parent/guardian may file a written complaint with the New York State Education Department (NYSED) if they believe the school or district has violated a State or Federal regulation regarding special education.

## Behavioral Interventions

**Prohibited Interventions:** In accordance with 8 NYCRR 200.22 and 19.5 of the Rules of the Board of Regents, the Tradewinds Program **absolutely prohibits** the use of **corporal punishment, aversive interventions, prone physical restraint, and seclusion.**

**Allowable Interventions:** Behavioral supports are limited to evidence-based Positive Behavioral Interventions and Supports (PBIS), non-prohibited de-escalation techniques, and the limited, temporary use of physical restraint or timeout only when necessary to prevent imminent danger of serious physical harm to the student or others. All staff involved in restraint or timeout are trained annually in NYSED-approved procedures.

## Student Data Privacy and Confidentiality

The Tradewinds Program is committed to protecting the privacy and confidentiality of all student records and personally identifiable information (PII) in accordance with the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and New York State Education Law §2-d.

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### **Parental Rights Regarding Records:**

- **Inspection and Review:** Parents/guardians and eligible students have the right to inspect and review all education records, including the Individualized Education Program (IEP) and evaluations, within 45 days of a request.
- **Amendment:** Parents/guardians may request that the school amend a record they believe is inaccurate, misleading, or violates the student's privacy.
- **Consent for Disclosure:** The school will obtain written parental consent before disclosing a student's PII to third parties, except as authorized by law (e.g., disclosure to school officials with a legitimate educational interest, or transfer records to a receiving school).

### **Protection of Student Data (NYSED Law 2-d):**

The program maintains strict policies to ensure the security, privacy, and confidentiality of all student data.

- PII will only be shared with school personnel who have a legitimate educational interest in the student.
- The school is prohibited from selling or releasing student PII for commercial purposes.
- All data is protected by industry-standard security measures, and any contracts with third-party vendors require adherence to New York State's data security and privacy standards.

### **Mandated Reporting**

All UCP employees are mandated reporters and are required by New York State law to report suspected abuse or maltreatment when they are presented with reasonable cause.

There are three general types of reportable incidents:

- Abuse
- Neglect
- Significant Incident

When reporting is required:

- Immediately
- Upon Discovery
- Reasonable Cause

### **Program Compliance Contact Process**

Parents/guardians who wish to discuss our program anonymously and/or confidentially may call the corporate compliance line at (315-724-6907, ext. 7006), available 24 hours a

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day, 7 days a week. All calls will be addressed, and all suspected program violations will be thoroughly investigated.

<b>Utica Campus</b>	<b>Rome Campus</b>	<b>Chadwicks Campus</b>	<b>Root Farm Campus</b>
(315) 927-2490	(315) 927-2700	(315) 737-9012	(315) 520-7046
Fax: (315) 797-7013	Fax: (315) 533-1173	Fax: (315) 737-9017	Fax: (315) 520-7049

[www.upstatecp.org](http://www.upstatecp.org)

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