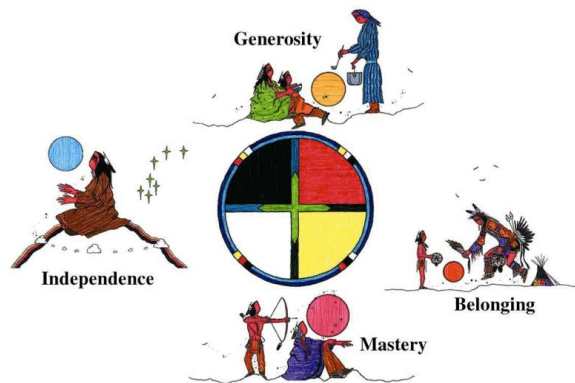


MADRONA

Day Treatment Handbook

THE CIRCLE OF COURAGE



A therapeutic and nurturing environment focused on building positive relationships, community integration, academic success, and the opportunity to let every child become their best self.

Kitsap Mental Health Services
Madrona: 360-415-6711

Madrona Day Treatment's Twelve Guiding Principles

At Madrona, our staff works to build good relationships with both our learners and their caregivers. Our program is based on the Re-Education Philosophy, created by Nicholas Hobbs, which includes Twelve Guiding Principles. Re-ED focuses on building on each child's strengths and looks at the three main places where children grow and learn: school, home, and the community. This approach combines quality education with mental health support. It is not a quick solution, works best when guardians are involved, and does not use punishment to create change. In this model, every Madrona staff member is a "teacher/counselor"—a trained, caring adult who meets learners at their current academic and emotional level.

1. Life is to be lived now, not in the past, and lived in the future only as a present challenge.
2. Trust between child and adult is essential, the foundation on which all other principles rest; the beginning point for re-education.
3. Competence makes a difference; children should be helped to be good at something, and especially at schoolwork.
4. Time is an ally.
5. Self-control can be taught.
6. Competence and intelligence can be taught.
7. Feelings should be nurtured.
8. The group is very important; it can be a major source of instruction in growing up.
9. Ceremony and ritual give order, stability, and confidence to troubled children, whose lives are often in considerable disarray.
10. Physical experience helps us define ourselves.
11. Communities are important.
12. A child should know joy in each day and look forward to some joyous event tomorrow.

Based on Dr. Nicholas Hobbs (1982, 1984), *The Troubled and Troubling Child*

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A Welcome Note to the Caregivers:

Dear Learners and Caregivers,

Welcome to Madrona Day Treatment! We truly mean it—welcome to our program. Our goal is to help every learner move forward on their journey to living their best life. **We invite you to be an active part of our community!**

Our program follows the Principles of Re-Education, created by Nicholas Hobbs in the 1960s, 70s, and 80s. These principles guide us to see every staff member as a “Teacher/Counselor”—a caring, trained adult who believes that school should be a place where learners are welcomed, strengths are celebrated, and academic, social, and emotional skills are supported and developed. We do not use punishment as a way to create change.

We believe that working together—Madrona, your home school district, and your home—is the best way to help learners grow and learn new skills.

This handbook is for both learners and caregivers. We hope it answers your questions about the program and helps you better understand Madrona. If you still have questions, please talk to any of us. We want everyone to get the most out of their time here at Madrona.

Sincerely,
The Madrona Day Treatment Management Team

Our staff is committed to being available to you for consultation and support of your child’s treatment, during program hours. In case of emergency after hours, please contact the Volunteers of America Crisis Line at 1-888-910-0416, or your Outside Providers.

Madrona Day Treatment Mission Statement

We are Madrona Day Treatment, and we believe that **“Hope Lives Here.”**
Our values are **Integrity, Empowerment, Equity, and Excellence.**
We focus on our mission and put learners first.

We are committed to creating a learning environment where:

- Trust is built
- Community is welcomed
- Hard work is respected
- Positive change and growth are celebrated
- Pride is found
- Joy is an important part of success

Madrona Day Treatment 2025-2026 School Calendar

Regular School Hours 8:00-2:00 or 8:30-2:30

First Day of School
(8:00-12:00; 8:30-12:30)

Early Release Wed
(8:00-12:00; 8:30-12:30)

MDT Holiday

Caregiver Conferences
(School Day 8:00-12:00;
8:30-12:30;

Last Day of School
(8:00-12:00; 8:30-12:30)

Staff Development:
No Learners

State Testing
School Day 8:00-12:00;
8:30-12:30

Conferences 12:00-3:00;
12:30-3:30

Summer Extended
School Year (9:00-1:00;
9:30-1:30)

August

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 11: MDT Staff Return to office

September

Mon	Tues	Wed	Thurs	Fri
1	FD	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

September 1: Labor Day Holiday

September 2: First Day of School

September 26: Non-Learner Day

October

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 13: Non-Learner Day

October 24: Non-Learner Day

November

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 11: Veterans Day

November 17-21: Caregiver Conferences

November 27-28: Thanksgiving Holiday

December

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

December 5: Non-Learner Day

December 22-January 2: Winter Break

January

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 5: Non-Learner Day

January 19: Martin Luther King Jr. Holiday

January 30: Non-Learner Day

February

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

February 16-20: Mid-Winter Break

March

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

March 27: Non-Learner Day

March 30-April 3: Caregiver Conferences

April

Mon	Tues	Wed	Thurs	Fri
	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

April 6-10: Spring Break

April 13: Non-Learner Day/Snow Make Up

May

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 4: Non-Learner Day/Snow Make Up

May 5-8: State Testing, School Times Vary

May 22: Non-Learner Day/Snow Make Up

May 25: Memorial Day Holiday

June

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	LD	18	19
22	23	24	25	26
29	30			

June 17: Last Day of School

June 18 Snow Make Up

June 19: Juneteenth Holiday

June 22: First Day of ESY

(Every Day 9:00-1:00)

July

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

July 3: Independence Day Holiday

July 17: Last Day of Summer Extended

School Year

General Information

School and Office Hours

School Year September 2nd – June 17th

Madrona East:

Monday Tuesday, Thursday, & Friday – Learners arrive at 8:00 am; Learners leave 2:00 pm

Wednesday – Learners arrive 8:00 am; Learner leave 12:00 pm

Madrona West:

Monday, Tuesday, Thursday, & Friday – Learners arrive at 8:30 am; Learners leave 2:30pm.

Wednesday – Learners arrive 8:30 am; Learners leave 12:30 pm

Extended School Year June 22nd – July 17th

Madrona East:

Monday Tuesday, Wednesday, Thursday, & Friday – Learners arrive at 9:00 am; Learners leave 1:00 pm

Madrona West:

Monday, Tuesday, Wednesday, Thursday, & Friday – Learners arrive at 9:30 am; Learners leave 1:30pm.

Madrona Day Treatment employees are at school a half hour before school start and a half hour after school.

Madrona Day Treatment Addresses

Madrona West:

3733 W Loxie Eagans Blvd, Bremerton WA 98311

Madrona East:

5455 Almira Drive, Bremerton WA 98312, Building D

About Staff

All staff at Madrona are considered “teacher/counselors.” They are experienced with working with learners with complex emotional and behavioral health needs. They all are available to support both the therapeutic and academic parts of the program. The Madrona team consists of:

- **Program Manager:** Responsible for overseeing the entire school programs which includes the supervision of staff and programming
- **Special Education Programming Supervisor:** Responsible for overseeing the educational curriculum and IEP compliance.
- **Clinical Supervisors:** Responsible for overseeing academic and clinical programming at Madrona Day Treatment. Also responsible for the supervision of the academic and clinical staff
- **Classroom Supervisor:** Responsible for the day-to-day operation of the classrooms. Responsible for the supervision of the classroom leads, Behavior Interventionists and paras
- **Classroom Lead:** Supports classroom environment by monitoring schedules, staffing, and regular scheduled and on-call work activity documentation. Provides mentorship regarding behavior management for program staff. Works with special education teachers to develop and develop academic instruction
- **Care Team Assistant:** Primarily works at the front desk and assists visitors, caregivers, school district personnel, learners, and MDT staff. They manage a variety of information to support the functioning of the program
- **Certified Special Education Teachers:** Bachelor’s or Master’s level educators certified in special education primarily responsible for curriculum development, lesson delivery, and implementation of IEP goals
- **Therapists:** Master’s level clinicians primarily responsible for developing and implementing therapeutic groups and activities, creating individual behavior and therapeutic interventions, providing individual and family therapy as needed, and coordinating services with the learner’s therapeutic and community team
- **Behavior Interventionists:** Primarily responsible for the on-going support of the academic and therapeutic parts of the program and maintaining the Circle of Courage. BI also assist in creating incentive plans
- **Paraprofessionals, On-call staff/Substitute Teachers** are available to work one-on-one with learners or to cover for other staff that may be out of the office

About the Program

Madrona Day Treatment is a school program that helps learners in grades 1–12 who have serious emotional and behavioral needs. We provide education, counseling, and support in four classrooms across two locations. **Along with the rules in this handbook, Madrona Day Treatment also follows all Kitsap Mental Health policies and procedures.**

What a Learner coming to Madrona might be dealing with:

The learners referred to Madrona are generally experiencing problems in a number of important life areas. Some of those areas may include:

- Difficulties at school,
- Friend and/or family relationship problems,
- Adjusting to changes in the family,
- Being involved with the Juvenile Justice System,
- Struggling with personal mental or emotional health,
- Returning to the community from residential treatment
- Substance use Disorder
- School Refusal

The Circle of Courage

The **Circle of Courage** is a way of helping young people grow by focusing on their strengths. It was created by youth workers Larry Brendtro, Martin Brokenleg, and Steve Van Bockern as part of the Reclaiming Youth Movement. At Madrona, we use it to guide learners and staff in meeting four important needs for growth:

- **Belonging**
- **Mastery**
- **Independence**
- **Generosity**

At the center of the Circle is **Safety**, which is the foundation for all learning. Surrounding the Circle is **Adventure**, which stands for curiosity, resilience, and the courage to try new things.

Each learner gets a **Circle of Courage workbook** to help guide their journey. The workbook has goals, activities, and expectations for each stage. With staff support, learners complete each section. When a section is finished, they take part in a **Circle of Courage Ceremony** to celebrate their progress.

Learners move through the four spirits as they grow in the Madrona community. Each new stage is an important milestone that is celebrated with recognition and ceremony.

Spirit of Belonging

"I am an important part of my community, and I feel valued and connected to those around me."

All learners start here. When they arrive at Madrona, they are welcomed with a **Drumming-In Ceremony**, where learners and staff introduce themselves and share words of encouragement. The learner's name is then added to the Circle of Courage board.

In this stage, learners focus on building relationships and understanding what it means to be part of a caring, inclusive community. Staff and peers help learners feel:

- Welcomed
- Included
- Safe

Trust is the foundation of this stage and sets the tone for the rest of the learner's journey.

Spirit of Mastery

"I am capable of learning new skills and achieving my goals through dedication and effort."

When learners finish the Belonging stage, they join the **Mastery** stage through a Moving Through Ceremony.

Mastery is about building skills, confidence, and a **growth mindset**—the belief that with effort and support, anyone can succeed. In this stage, learners:

- Take on more academic and personal challenges
- Get encouragement from staff and peers
- Start working on a transition plan to return to their home school

Spirit of Independence

"I trust myself to make good decisions and take responsibility for my actions."

After completing Mastery, learners move to **Independence**.

This stage focuses on making responsible choices, building personal identity, and becoming a leader in the community. Learners:

- Explore who they are
- Take ownership of their actions
- Take on leadership roles
- Support others and set a good example

Spirit of Generosity

"I find fulfillment in helping others and sharing my strengths with those in need."

The final stage is **Generosity**. Here, learners use their strengths to help others and give back to the community. We believe all young people have something valuable to offer.

Generosity can look different depending on age:

- **Elementary learners** – On-campus service projects
- **Middle school learners** – Mentoring younger learners
- **High school learners** – Volunteering in the community

This stage is about kindness, service, and leadership, helping learners see that they are part of something bigger than themselves.

Safety and Adventure

Safety is at the center of the Circle. It means:

- Physical, emotional, cultural, and mental safety come first
- Staff respond to safety issues with care and support
- Strong, secure relationships are the starting point for all learning

Adventure wraps around the Circle. It's about exploring, trying new things, and building courage. At Madrona, adventure happens through:

- Field trips
- Learner-led projects
- Hands-on learning activities

Together, **Safety** and **Adventure** create a place where learners can connect, grow, and succeed.

The Daily Passport

Madrona Day Treatment uses a program called “Review360” to keep track of learners’ progress during the school day. Each day, a copy of their daily report, called the “Passport,” will be sent home to help share information between families and Madrona staff. Staff will rate learners in different areas throughout the day using the following 4-point scale:

- 4 = Met expectations without additional reminders
- 3 = Met expectations with reminders/redirections
- 2 = Did not meet expectations
- 1 = Unsafe behaviors while not meeting expectations

The three Classroom Rules staff will score are tied to the Circle of Courage and are as follows:

- Engaged in Expected Activity
- Stay in Assigned Area
- Used School Appropriate Language

Staff will work with learners and their caregivers to set 2–3 specific goals for each learner, based on their IEP or behavior plan. Staff will also track 2–3 specific behaviors during the day to show caregivers how often certain concerning behaviors happen.

The learner’s scores for the day are averaged (the learner receives an AM average, a PM average, and a Daily average), giving the learner a daily score. This daily score will also be used as part of the Circle of Courage.

There is space at the end of the Daily Passport for Madrona staff to make notes about the learner’s day. If it is more convenient than calling Madrona staff, please feel free to write down any comments or questions at the bottom or on the back, and Madrona staff will address them when they get the opportunity.

Madrona does not believe in punishing learners for misbehavior at school. The Daily Passport is a way for you to talk with your child about expectations in a calm and respectful way. Madrona staff are always available to talk with caregivers if they are unsure how to respond when their child comes home with a low Daily Passport score.

Therapy in School

Learners at Madrona Day Treatment can choose to take part in individual and group counseling. The School-Based Therapists and Behavioral Health Counselors work with both the learner and their family, and can offer family counseling when needed. Counselors use proven methods like Dialectical Behavior Therapy (DBT), Trauma-Informed Cognitive Behavioral Therapy (TF-CBT), Motivational Interviewing, and others to help with mindfulness, handling emotions, making good choices, controlling impulses, and getting along with others. They also lead social and therapy groups that focus on skills like self-awareness, self-control, social understanding, relationship building, and responsible decision-making.

To help learners succeed, we ask caregivers to have a short weekly phone call with the school-based counselor. These calls are a time to share updates, talk about concerns, and keep communication strong between home and Madrona.

If your learner is already getting outpatient care, WISe services, or other support, the Madrona therapists will work with those providers to make sure the learner and family get the best results. If your learner wants more counseling outside of school, the Madrona therapist can help set up referrals.

Each counseling session is built on trust, safety, and respect. The School-Based Therapist/ Counselor works to create a safe space that is trauma-informed, where privacy and confidentiality are honored.

In addition to what is covered in this Handbook, Madrona Day Treatment follows all Kitsap Mental Health Policies and Procedures.

About the Academics

Madrona Day Treatment is approved as a Non-Public Agency by the Washington State Office of the Superintendent of Public Instruction. Learning is tailored to meet each learner's individual needs. We understand that learners coming into the program may have emotional and behavioral challenges that affect their learning. Staff will help learners gradually take on more schoolwork as they make progress. Learners will have learning opportunities at their own level in all subjects, including math, language arts, science, social studies, and physical education.

All learners at Madrona will take state academic tests unless their Individual Education Plan (IEP) says otherwise. School districts provide the materials learners need to complete the tests at Madrona. State testing happens in May.

When something is not covered in this handbook or in KMHS Policies and Procedures, Madrona follows the Central Kitsap School District's rules for special education. Madrona works closely with each learner's school district to make sure all IEP, re-evaluation, and testing deadlines meet state and federal laws.

Learners enter Madrona with an IEP from their school district. Staff will update the IEP using information collected through ongoing assessments. A plan is created based on each learner's needs and abilities. The strategies and progress made at Madrona will be added to the educational plan so it can support the learner when they return to their home school.

Transitions

The plan to help the learner return to their home school starts as soon as they join Madrona. Staff will work with teachers and staff from the learner's home school to figure out what skills the learner needs to improve. School leaders from the learner's home district will get regular updates on how the learner is doing.

Sometimes, a learner may not make progress in the program. When this happens, staff will do their best to create behavior plans that help the learner succeed. If progress still doesn't happen, meetings will be held with school leaders, program staff, and the caregivers to decide what to do next. Possible options could include changing the learner's schedule, adjusting their education plan, or looking at a different school placement.

Caregiver/Teacher Conferences

Madrona Day Treatment will have Caregiver/Teacher conferences two times a year. A week long in November (17th-21th) and in March/April (30st-3th). During that week, learners will have half days, so the caregiver and team can meet in the afternoons.

Madrona Day Treatment General Policies and Procedures

Attendance/Transportation Policy:

Coming to school regularly is very important for this program. Part of regular attendance means setting up transportation, which is arranged through your home district's transportation office. In the end, it is the job of both the guardian and the school district to make sure transportation is set up.

If your child will be absent from Madrona, or if you need to talk to staff, you can call the school through the KMHS Main Line at 360-415-6711. School districts will get regular updates about attendance. If there are 7 unexcused absences in one month or 10 unexcused absences in a year, the district may ask for a truancy petition to be filed.

If your child is absent, not riding the bus home, or riding the bus home after not riding it in the morning, **it is your job to contact transportation and let them know.**

Learner Illness

Learners must stay home if they have a fever or have thrown up in the last 24 hours. If your child is staying home because they are sick, please call Madrona to excuse the absence.

If a learner says they feel sick while at Madrona, staff will contact the caregiver if the learner has a fever, shows symptoms like being very tired or acting differently, or if there are other health concerns.

If a learner throws up while at Madrona, caregivers will be called right away to pick them up. Learners must be free from vomiting for at least 24 hours before coming back to school.

If your child tests positive for COVID-19, Madrona will work with you around quarantining procedures. This policy is ever evolving and subject to change.

Dress Code

Learners are encouraged to wear clothes that show their own style and personality. The main rule is that clothing should not offend others and should follow the guidelines in the home school's learner handbook.

To make sure no one is offended, clothing should not have pictures or logos that show:

- Violence
- Tobacco products
- Alcohol
- Drugs

Clothing also should not show gang affiliation. Clothes should fit properly, be clean, and should not show underwear or private parts of the body.

Food, Snacks, and Meals

Learners may bring their own food and drinks to have during snack and lunch. Madrona Day Treatment staff may decide if certain items are not appropriate for school. Any food or drinks from home will be kept in the kitchen until snack or lunch. All drinks must be unopened and in their original containers. Glass or ceramic containers are not allowed.

Breakfast and lunch are provided every day at Madrona Day Treatment. Meals are made through Bremerton School District for all learners. If a learner does not want the main meal, other options will be available. Snacks are also offered throughout the day.

We enjoy celebrating special events at Madrona Day Treatment, including birthdays! Staff will provide treats for these celebrations. We ask that caregivers not send food from home for these events.

If your child has food allergies, please tell Madrona Day Treatment staff. We will follow safety steps to make sure snacks and meals are safe for everyone. Madrona is a peanut-free school.

Food Deliver Services

To keep school safe, structured, and free from distractions, outside food deliveries are not allowed during school hours. This includes deliveries from restaurants and food delivery apps.

If a caregiver needs to bring a sack lunch for a learner, they should call the school program's main line at 360-415-6711 to work with the administrative team.

Harassment, Intimidation, and Bullying

Madrona Day Treatment works to keep our school safe, respectful, and welcoming for all learners and staff. We do not allow harassment, intimidation, or bullying of any kind. Washington State law (RCWA 28A.300.285) says every school must have a rule against these behaviors and share it with caregivers, learners, and staff.

What is harassment, intimidation, or bullying?

It is any intentional written, spoken, or physical act that:

- Is motivated by things like race, color, religion, ancestry, national origin, gender, sexual orientation, disability, physical appearance, clothing, family income, gender identity, marital status, or other differences.
- Physically hurts someone or damages their property.
- Makes it harder for a learner to do well in school.
- Is so serious, repeated, or widespread that it makes school feel unsafe or threatening.
- Disrupts the normal operation of the school.

These behaviors can include slurs, rumors, jokes, insulting comments, drawings, pranks, gestures, physical attacks, threats, or other actions. A person can still be a victim even if they do not actually have the characteristic being targeted. Making false reports or retaliating against someone for reporting is also against our policy.

What to do if you see or experience harassment, intimidation, or bullying:

- If you feel safe, tell the person to stop and explain that the behavior is not okay.
- Report it to any Madrona Day Treatment supervisor.
- If you don't feel comfortable speaking to the person directly, or if the behavior continues, talk to any Madrona staff member, and they will make sure a supervisor knows.

Madrona Day Treatment follows Kitsap Mental Health Services' grievance policy. Anyone who wants to make a formal report can talk with a Madrona supervisor, who will help guide them through the process.

Medication

Some learners at Madrona Day Treatment may need to take medication during the school day. Staff will record every time medication is given, and all medications will be kept locked in a secure place.

1. Authorization Form

- A caregiver must fill out and sign an **Authorization for Medication** form.
- A doctor's signature is required for staff to give any medication, even over-the-counter ones like Tylenol or Ibuprofen.

2. Storing Medication

- After authorization, prescription medications will be stored in a locked area.
- Medications must be delivered in the **original pharmacy container** with the label intact and easy to read.
- The medication in the container must match the label exactly and may not be altered.

3. Updating Information

- Caregiver must inform Madrona Day Treatment of any changes to medications.
- A **new physician authorization form** is required whenever there is a change.

4. Giving Medication

- A designated staff member will offer the learner their medication with water.
- If the learner refuses, another staff member will try again after a few minutes.
- If the learner still refuses, the caregiver will be called.

5. Returning Medication

- Any unused prescription medication will only be returned to the **caregiver**.

Sharing Items

Learners may not give, sell, borrow, loan, or exchange property for any length of time. This includes all property regardless of the value or perceived value.

Learners may not share food items with the other learners in their classroom. Madrona Day Treatment staff ask that learners not bring money to school.

Off-Site Activities

Staff believe it is important for learners to have enrichment opportunities in the community. All staff are trained in CPR and First Aid. If a learner's behavior or emotional state is likely to be unsafe for themselves or others during an off-site activity, they may not be allowed to attend. Learners who do not attend will be given an alternative schedule at school.

Important Information About Off-Site Activities

- **Caregiver Permission** – Caregivers will be told about any field trip ahead of time and must sign the transportation consent before the learner can attend. Parents will be notified by phone call the day before learners are going off campus with information about where the learners are going and anything they may need to bring.
- **Transportation** – When possible, transportation will be in a KMHS agency vehicle. In some cases, learners may be transported in a Madrona staff member's personal vehicle.
- **In Case of Injury or Illness** – If a learner is hurt or becomes sick during an off-site activity, emergency medical help will be given right away, which may include calling 911 and transporting them to the nearest clinic or hospital. Caregivers will be contacted as soon as possible.
- **If a Learner Leaves Without Permission** – If a learner leaves the activity or refuses to return to Madrona, staff will do their best to encourage them to cooperate and will keep them in sight. Staff will notify the program supervisor or their designee right away, and the supervisor will contact the caregiver and any other necessary people while staying in touch with the reporting staff.

In addition to planned field trips, learners may also go off-site for certain day-to-day activities as part of the Madrona Day Treatment program.

Gift Policy

Due to KMHS policy, staff are not allowed to accept any gifts of monetary value.

Madrona Day Treatment Safety Policies and Procedures

Safety

The physical and emotional safety of learners and staff, and making sure learners can focus on learning, are our top priorities. We understand that many learners referred to Madrona have had trouble controlling their actions in ways that keep everyone safe.

Our goal is to be a **restraint-free** environment. However, if a learner becomes a serious danger to themselves or others, staff may need to use a **therapeutic restraint** based on Pro-ACT training.

If a restraint or seclusion happens:

- A caregiver will be called right away.
- A written notice will be sent home on the learner's Passport the same day.
- The learner's school district will also be notified.

Madrona follows the Central Kitsap School District Special Education policy, which says restraint can only be used when there is an **imminent likelihood of serious harm** (see WAC 392-172A-02110).

Behaviors that may cause serious safety concerns include:

- Harming self or others
- Using drugs, alcohol, or other substances
- Sexualized behavior
- Destroying valuable or irreplaceable property
- Having weapons or other banned items
- Leaving school without permission or skipping school
- Any other behavior that affects the safety of others

If these behaviors happen, staff may:

- Tell the learner to stop and remind them of the behavior rules
- Write down what the learner said or did
- Move the learner to another area or move others away
- Call the caregiver
- Ask the caregiver to pick up the learner
- Take away privileges
- Inform school district administrators
- Call security
- Call the police (if needed)
- Call a Designated Crisis Responder (if needed)
- Suspend or expel the learner
- Remind the learner about their plan or incentives
- Give the learner space and time to calm down

For serious safety concerns, a **safety meeting** with the caregiver, learner, and possibly the school district will be held before the learner can return to school. The school district will be notified when this happens.

Check-in/Search/Contraband Policy

Learners do not need to bring school supplies — everything needed for learning will be provided.

When learners arrive:

- Staff will greet learners as they get off the bus.
- Learners will enter the building one at a time, as directed by staff.
- Learners will go to their assigned check-in area (lobby or hallway, depending on the campus).

Safety Steps During Check-In

1. **Belongings Check** – All personal items will be checked in with staff and stored in a locked cabinet for the whole school day.
 - Backpacks are not allowed.
 - Clear stadium bags will be offered for items like art supplies, books, or gaming devices (especially for use during transportation to and from school).
 - We encourage learners to bring as few extra items as possible.
2. **Electronics** – Personal electronics (cell phones, gaming devices, headphones, etc.) are not allowed during the school day. These will be checked in, locked up, and returned at the end of the day. Devices can be charged during the day if needed.

New Check-In Process

1. A trained staff member will use a **metal detector wand** to check for sharp objects, vapes, and other banned items.
2. Learners will empty their pockets so staff can see the contents.
3. If a learner has a bag (purse, tote, etc.), it will be searched in front of the learner. All pockets and compartments will be checked. Learners will be reminded that backpacks are not allowed.
4. All items will be checked in and locked away until the end of the day. Items will be returned when learners check out and get on their bus.

Items Collected at Check-In

Confiscated (not returned to learner):

- Weapons of any kind
- Drugs or mood-altering substances
- Tobacco products
- Vapes

- Lighters or other flammable items
(If these items are found, the program manager, caregiver, and school district will be notified.)

Returned to Caregivers:

- Toy weapons
- Laser pointers
- Vitamins and over-the-counter medications

Thrown Away:

- Open or unsealed liquid containers
- Vapes or other tobacco-related products

Returned at the End of the Day:

- Electronics (phones, tablets, gaming devices, headphones, etc.)
- Keys
- Glass objects

Note: This list is not complete. Staff may decide that other items are not allowed for safety reasons.

Controlled Substances

Using, having, or sharing any controlled substances (such as tobacco, alcohol, marijuana, etc.) is not allowed on campus or during transportation to and from Madrona Day Treatment. This rule also includes any items used with these substances, like pipes, lighters, rolling papers, bottles, and similar items. Any of these items found by staff will be taken away and destroyed.

Unauthorized Leave

Learners at Madrona must stay at school during their scheduled hours. They are expected to ride school district transportation unless the caregiver has made other plans with the school ahead of time.

If a learner does not arrive at school, staff will determine why and decide if the absence is excused or unexcused. If the caregiver does not contact the school, the absence will be counted as unexcused.

Once at school, if a learner leaves without permission, refuses to stay in an area where staff can supervise them, or refuses to take the authorized transportation at the end of

the day, it will be considered truancy. In these cases, staff will follow the safety procedures listed in the Safety section (page 16).

If a learner leaves Kitsap Mental Health property, police may be called to safely bring the learner back to Madrona Day Treatment. Caregivers will also be notified.

Madrona Day Treatment Handbook Signature Page

Please sign and return this page with your learner on their first day of school. Have the learner review and sign as well. This lets staff know you are aware of the Madrona policies and procedures. Thank you!

-Madrona Staff

I have reviewed and understand the contents of this handbook and what is expected of us as the learner and the caregiver.

Learner Name (please print): -

Learner Signature: _____

Date: _____

Caregiver Signature: _____

Date: _____