



# CAPE COD COLLABORATIVE POLICY & PROCEDURES MANUAL FOR PUBLIC DAY SCHOOLS

Updated June 2019

**Required criteria for public day schools,  
(3.1 Policies & Procedures 28.09(11)(b))**

**This policy and procedures manual should be kept onsite and visible in a reception area of other commonly visited area in the program. This policy and procedures manual must be plainly marked.**



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## Annual In-service Training (\*Criterion 12.2)

All CCC Program staff are required to participate in the following trainings and/or review the following information:

### **Required Annually**

CPR/AED

De-escalation & Restraint: QBS Safety-Care

Program Behavior Protocols, PBIS (Positive Behavior Interventions & Supports)

Civil Rights – Federal laws 504/IDEA/ADA

Discrimination, Harassment

Confidentiality

Grievance

MCAS/MCAS-Alt requirements

Mandated Reporting

CCC Data Management Systems

Program Emergency Procedures (including Runaway Student)

Risk factor identification

### **Required every two years**

First Aid

Ethics (Municipality) (<http://www.muniprogram.eth.state.ma.us>)

### **Others – Staff specific (may not be all)**

Disability specific to Program populations

Curriculum

Safety/Body Mechanics (Back safety)

Advanced Restraint training

Medication Delegation

Director and/or Assistant Director of Special Education Programs is responsible for developing a training plan and calendar that provide all staff (including new employees, interns and volunteers) must participate in annual in-service trainings on average at least two hours per month. Documentation may include a signed certificate or the sign-in sheet (written or electronic) from a group training.

*It is important to note and to stress with support staff, that much of the training will be “hands-on”. Staff meetings/discussion, child studies and all debriefings are for the purpose of learning, training and reviewing practices in place. These are opportunities to learn the cause/effect of our own behaviors and plan for future occurrences.*

## Behavior Support (\*Criterion 9.1)

Behavioral needs are supported through direct instruction and a foundation of applied behavior analysis and positive behavior supports (PBS). Programs also incorporate social-emotional learning (SEL) processes (CASEL) and understanding of trauma sensitive schools. When necessary, individualized plans are developed by the team for medical (IHCP) or behavioral (IBSP) needs. Evidence-based practices are the goal with instruction guided by objectively examining student data.

Understanding communication (receptive, expressive, pragmatic language), embedding direct social skills instruction, problem-solving and choice-making skills, all work in tandem to lead to student success. CCC STAR Program uses positive behavior supports and principles of Applied Behavior Analysis to support learning through an understanding that “behavior is communication” and that students should be taught skills that are needed rather than punished when unable to demonstrate the necessary skills in the moment. Behaviors derive from a function (e.g. escape, gain attention, gain a tangible, or a sensory need). Students must first learn awareness of their emotions and actions, and what choices exist before they can adapt their behavior.

Programs use a hierarchy both within and out of the classroom. For some students, removal to the student-support-center (SSC) room or therapeutic space provides them with a safe space and staff support to regroup or de-escalate emotionally and allow instruction to continue uninterrupted for other students. Students may be asked to walk to the SSC or if aggressive or attempting to bolt, may be escorted (shadow/guidance) or transported (more hands-on). Behavior plans and level of support are individualized and part of the Team discussion.

CCC behavior protocols and BSPs follow a tiered model. For most students when/if they have a behavior the school wide behavior protocols are followed. For the second tier the protocols are followed but there might be additional student-specific procedures (e.g. some students only go to certain timeout rooms or have a time out for just posturing towards others). These protocols are discussed and decided on as a team. On the third tier students may have an individualized behavior plan which is in addition to the school-wide protocols. Students move between these tiers dependent on need at any given time. Families/Guardians are an integral part of each discussion. CCC behavioral support protocols are not intended as punishment. No student will be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

After any behavioral incident or behavior report (e.g. bus rides to/from school), students are required to review or process with staff. Processing is developed based on cognitive, developmental and language abilities. It may include visuals, role playing, or discussion, but will always include a focus on choice-making and problem-solving a situation. If there

has been a behavioral incident classroom staff should debrief the incident at the end of the day or no later than the next morning. During the debriefing staff should remember the QBS Safety Care model. Classroom staff should be in daily contact with transportation staff and help to determine what follow-up may be needed for teaching and/or consequences. Transportation is considered an extension of the school day and it is our responsibility to maintain communication and support.

Students that are a danger to themselves and/or others and cannot be immediately de-escalated may require physical intervention to remain safe. All staff receive training in the QBS Safety Care model focused on de-escalation and safety. Parents will be notified by phone as determined on an individual basis and/or according to a student's Individual Behavior Support Plan. In extreme incidents the Crisis Team or 911 will be notified after an agreed-upon time if a student cannot be de-escalated. The Director, BCBA, Social Worker and School Nurse are included in the decision making process. The Social Worker, Director or BCBA will call the family and the Crisis Team/911 if the team decides this is appropriate.

Any student that does require a restraint due to unsafe and/or dangerous behaviors to themselves or others, will receive verbal notice within 24 hours and written notice within 3 school days.

## Policy Prohibiting Bullying

(Cape Cod Collaborative Bullying Prevention Policy Revised 02/12/2014)

The Cape Cod Collaborative is committed to providing our students equal educational opportunities, and a safe learning environment where students are free from bullying and cyberbullying and the effects thereof.

Please note that incidents of bullying may, in addition to being a violation of this policy, constitute a violation of civil rights laws including but not limited to Title II, Title VI, Title IX, and Section 504. Please see the anti-discrimination/harassment policies of the Cape Cod Collaborative for further information.

Acts of bullying and cyber-bullying are prohibited: a) On school grounds, 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 the school district; or through the use of technology or an electronic device owned, leased or used by the school district and; b) At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, or infringes on the rights of the target at school or materially and substantially disrupts 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.

## **A. Definitions**

*Aggressor* is a student or member of the school staff who engages in bullying, cyber-bullying or retaliation.

*Bullying* is defined in M.G.L. c.71, s. 370, is the repeated use by one or more students, or by a member of a school staff, including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional paraprofessional of written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: a. causes physical or emotional harm to the victim or damage to the victim's property; b. places the victim in reasonable fear of harm to himself or of damage to his property; c. creates a hostile environment at school for the victim; d. infringes on the rights of the victim at school; or e. materially and substantially disrupts the education process or the orderly operation of a school. "Bullying" also includes "Cyber-bullying."

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

*Cyber-bullying*, as defined in M.G.L. C 71, s. 370 is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber bullying also includes: a. the creation of a web page or blog in which the creator assumes the identity of another person b. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (a) to (e) inclusive, of the definition of bullying; and c. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (a) to (e), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

*Hostile Environment*, as defined in M.G.L. c. 71, s. 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

*Retaliation* is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

*Target* is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## **B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

The Cape Cod Collaborative absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students or Staff who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, short-term or long term suspensions, or expulsions from school as determined by the Cape Cod Collaborative administration, in collaboration with host school administration as warranted, and subject to applicable procedural requirements. Nothing in this policy is intended to prevent Cape Cod Collaborative administration from taking disciplinary action against a student or staff for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

## **C. Reporting Obligations**

**Reporting by Staff:** A member of Cape Cod Collaborative (or host school) staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal/program director or designee.

**Reporting by Students, Parents/Guardians, and Others:** The Cape Cod Collaborative expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the program coordinator/director or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student or staff who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

**Reporting to Parents/Guardians:** The program coordinator/director or designee must promptly notify the parent/guardian of the alleged target and the alleged aggressor of a report of bullying or retaliation and of the school's procedures for investigating the report. If the alleged target and alleged aggressor attend different schools, the program

coordinator/director receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

**Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the Cape Cod Collaborative program coordinator/director or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Cape Cod Collaborative program coordinator/director or designee will notify the local law enforcement agency.

In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Executive Director of the Cape Cod Collaborative or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

**Reporting to Administrator of Another School District or School:** If an incident of bullying or retaliation involves students from more than one school district, non-public school, approved private day or residential school or collaborative school and the Cape Cod Collaborative is the first to be informed of the bullying or retaliation, then the Executive Director of the Cape Cod Collaborative or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

An incident of bullying or retaliation by a staff person should immediately be reported to the Program Coordinator, Director or Assistant Director of Special Education Programs or the Executive Director. The administrator receiving the report is responsible to follow through with the Executive Director related to next steps.

## **D. Investigation**

The program coordinator/director or designee in collaboration with host school administration as warranted shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

**Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, Collaborative personnel, in collaboration with host school administration for district-based programming, will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

**Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as : what

specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

**Interviews:** Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

**Confidentiality:** The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the Collaborative's obligation to investigate and address the matter.

## **E. Determination**

Collaborative personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based on all facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under the circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the Collaborative will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Holding parent conferences;
- Transferring student's classroom or school;
- Limiting or denying student access to a part, or area, of a school;
- Enhancing adult supervision on school premises;
- Excluding from participation in school-sponsored or school-related functions, after school programs, and/or extracurricular activities;
- Providing relevant educational activities for individual students or group of students.

Adjustment counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.

■ Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.

■ Arranging for communication between parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)

■ Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

## **F. Closing the Complaint and Possible Follow-Up**

Collaborative staff will promptly provide notice to the parent/guardian of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians, unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the leadership staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The Collaborative will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

## **G. Bullying Prevention and Intervention Plan**

A Plan has been developed by the Executive Director and/or his/her designee as required by Massachusetts General Law c.71, Sec. 370 in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The Bullying Prevention and Intervention Plan will be filed with the Massachusetts Department of Elementary and Secondary Education on or before December 31, 2010 and will be updated at least biennially. The Collaborative will post a copy of the plan on the Collaborative website. Each Collaborative Program Director is responsible for the implementation of the Collaborative Bullying Prevention and Intervention Plan within his/her school/program.

All Collaborative personnel shall be provided annual written notice of the relevant student-related sections of the Bullying Prevention and Intervention Plan(s) to students and their parents or guardians, in age appropriate terms. The Collaborative shall also amend the student handbooks to include age-appropriate summary of the student-related sections of the Plan.

## Change of Student's Legal Status (\*Criterion 15.4)

Parents/Guardians are requested to inform the Program Coordinator or other designated TEAM member of the results of all judicial proceedings (e.g. custody agreements, status of restraining orders, Care and Protection Petitions, or other criminal investigations or charges pending). The Program Coordinator will inform all pertinent staff as to the information acquired. Appropriate plans or interventions will be developed in response to the legal information provided.

Please request from families any copies of guardianship for student files. Copies should also be shared with a student's home district.

## Code of Conduct

### Students

The code of conduct for Cape Cod Collaborative is formulated on the basis of two general principles, **Safety and Respect**. Safety is first and foremost.

All students will be expected to conduct themselves in a manner that does not present an unsafe situation that may cause harm to themselves or others.

- The possession or use of weapons, explosives, or incendiary devices is forbidden and cannot be tolerated. Possession of such materials will result in termination from the program and possible expulsion from the referring LEA's system; this consequence is consistent with the Education Reform Act of 1993.
- Seriously aggressive physical acting out behavior that presents imminent danger or harm to self or others may result in immediate suspension and probable termination from the program.
- Possession of any controlled substance, illegal drugs, alcohol, prescription medication etc. will also result in immediate suspension, filing of criminal charges, and/or termination from the program pending a hearing with the LEA.
- Any action or incident that violates the Massachusetts Criminal Code for crimes against a person or personal property will be reported to local police and a criminal charge filed.

Respect for people and property will be modeled by all faculty of CCC, and expected of all students. This is an opportunity for learning and growth for many of our students and positive reinforcement will be used to promote further understanding of this important practice and value. Tolerance and acceptance of differences will be modeled and taught by all employees. The program will strive to broaden, when necessary, every student's understanding and acceptance of human differences, including but not limited to race, color, national origin, sex, gender identity, disability, religion, limited English speaking ability, sexual orientation and homelessness.

It is understood that children may often say or do something offensive or insensitive to another's difference. Because many times the reasons lay beyond the child understanding, CCC will make every effort to educate the student in understanding the importance of respect for self and others. However, in the event that there is obvious and ongoing intolerance, persecution, discrimination or harassment due to another's difference, the student will be disciplined by suspension until a hearing/conference can be scheduled to determine a proper course of action to eliminate any further incidents and preserve the dignity of the victim(s).

## **Staff**

### ***PROFESSIONAL DECORUM***

*All staff must maintain professional decorum at all times, including non-work time. At no time should staff members make comments that could be construed as demeaning, derogatory or unprofessional concerning the Collaborative programs and/or services, students, parents, Collaborative staff and/or host school staff or outside service agencies. This includes comments posted to social media.*

## **Discipline**

All students are expected to follow the Code of Conduct and meet the requirements for behavior, unless otherwise determined through the special education TEAM process. State and federal special education and civil rights laws require that additional provisions be made for students who have been found by an evaluation TEAM to be eligible for special education or Section 504 services and whose program is described in an Individualized Education Plan (IEP) or Section 504 Plan. The IEP or Section 504 Plan will indicate whether the student is able to conform his/her behavior to the regular discipline code or if a modification is required. If a modified disciplinary code is required, it will be written into the IEP or Section 504 Plan.

### **In accordance with Chapter 71 Section 37H, the following applies:**

- [a] Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the Program Director.
- [b] Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the Program Director.
- [c] Any student who is charged with a violation of either paragraph [a] or [b] shall be notified in writing of an opportunity for a hearing; provided, however, that the student

may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Program Director. After said hearing, a Program Director may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph [a] or [b].

**In accordance with Chapter 71 Section 37H½, the following applies.**

- a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, Program Coordinator/ Director may suspend such student for a period of time determined appropriate by said Program Coordinator/Director, if said Program Coordinator/Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.
- b) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Program Coordinator/ Director of a school in which the student is enrolled may expel said student if such Program Coordinator/Director determines the student's continued presence in school would have a substantial detriment effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

**In accordance with Chapter 71 Section 37H¾, the following applies**

(i.e., suspension or expulsion for offenses other than those covered in M.G.L. c. 71, § 37H (a) or (b) (dangerous weapons, controlled substances, and assaults on educational personnel) and M.G.L. c. 71, § 37H½ (felony complaint)):

- a. The Program Coordinator/Director or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion, consider ways to re-engage the student in the learning process, and avoid using expulsion as a consequence until other remedies and consequences have been employed.

**Student Rights under Sections 37 H, 37 H ½, 37 H¾ to appeal:**

- The student shall have the right to appeal a suspension or expulsion to the Executive Director.
- The student shall notify the Executive Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension or ten days from the date of the expulsion.
- The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal.

- At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of a discipline section.
- The Executive Director shall have the authority to overturn or alter the decision of the Program Coordinator/Director, including recommending an alternate educational program for the student.
- The Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be final.

Should the Collaborative suspend or expel a student under this section it shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 chapter 76.

Students have an over-reliance on suspensions, expulsions or removals may require a Team meeting to discuss other options or procedures to address the disciplinary practices.

### Driving to School:

Students who want to park on school grounds must request permission in writing from the Program Coordinator. Signed approval will be issued upon receipt of a completed request form. A copy of the student's license is also required. Drivers must adhere to rules and regulations stated on the request form and must display the approval while the vehicle is parked on school grounds during the academic day. Parking permissions are non-transferable.

All operators and passengers of motor vehicles are required to properly fasten their safety belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise properly restrained in an infant or child seat will be subject to discipline.

Parking on school grounds is considered a privilege. It is understood that the vehicle may be searched by school authorities if, in their opinion, reasonable suspicion exists that there may be an infraction of a school rule. Under these conditions, the student will be required to unlock the vehicle or be subject to disciplinary action for insubordination.

Students driving to school:

- a. May park only in designated parking lot.
- b. Must lock all cars and vehicles upon arrival at school and may not visit them again until dismissal time or other times authorized by the administration.
- c. Must obey all posted and written safety and traffic regulations as well as to display maturity and common sense in the operation of their vehicles.
- d. Must maintain a speed limit of 10 miles per hour at all times when entering and leaving school property.
- e. Must not park or drive on grass.

Students found in violation of these rules are subject to the loss of such privileges.

## Evacuation and Emergency Procedures (\*Criterion 3.1 (d))

Any evacuation and emergency procedures are outlined within the **CCC Program Emergency Response Handbook**. Fire Drill, Stay put, lock-down and/or evacuation procedures are discussed in more detail for each school site.

## Immediate Notification (\*Criterion 4.5)

Necessity for notification of a serious incident occurring during the school day will be determined by the Executive Director, Director of Special Education Programs, or other designated personnel. Notices as appropriate will be sent to parents, the public school district special education administrator, and to any state agency involved in the student's care or placement (by telephone and letter), and the Department of Elementary and Secondary Education regarding incidents where this contact is determined to be necessary.

MA DESE requires immediate notification from Public Day Schools related to:

- Death of a student
- Filing of a 51A to DCF or a complaint to DPPC against the school or school staff member for abuse or neglect
- Any action taken by a federal or state agency that may cause a public day to lose its approval with the Department
- Any legal proceeding brought against the school or its employee arising out of circumstances related to the care or education of any of its students
- Hospitalization of a student due to physical injury at school or previously unidentified illness, accident, or disorder which occurs while the student is in the program
- Student injury resulting from a motor vehicle injury during transport by school staff which requires medical attention
- Serious student injury requiring emergency medical intervention resulting from a restraint
- Student runaway
- Emergency termination of a student under circumstances in which the student presents a clear and present threat to the health and safety of him/himself or others as pursuant to 18.05(7)(d)
- Any other incident of serious nature.

A phone call to DESE and submission of DESE FORM 2 is required along with designated information dependent on the concern.

Family/Guardian Notification may be completed via the Alert System/Blackboard Connect\*, written materials sent home, notation in the home/school communication book or direct contact as deemed appropriate to the situation.

Notification regarding the need for school closure (e.g. due to inclement weather or other emergency) will be done via the Alert System/Blackboard Connect\* and an announcement may be broadcast on the radio.

(\*Alert System/Blackboard connect contact information form is included in the registration packet. Please notify the office should this information change during the school year.)

## Individual Education Plans (IEP) Progress Reports (\*Criterion 8.8)

A student's home district is responsible for development, monitoring, and compliance of a student's Individual Education Plan (IEP). The Program Director works directly with each district to assist in the development and compliance requirements. Students attending the CCC STAR Program must have a current, signed IEP in order to attend.

CCC staff will provide quarterly progress reports for all students attending the program that address the status of meeting the goals and objectives as outlined. Progress may also be noted related to behavioral data, health status, attendance information, or other pertinent information to document progress or regression.

- Progress Notes are due 4 times during the school year.
  - (180 school days/4 quarters – approx. every 45 school days.)
  - Due dates are determined at the start of the school year, but generally are in November, January/February, March/April, and June of each school year.
- An additional progress note is written for students attending the extended school year program (ESY).
- Teachers and therapists are responsible for completing reports on individual students in a timely manner – due dates are designated on the STAR calendar and IEP list. Dates are also shared at the start of the school year.
  - **Staff name, role** and signature should be evident on the reports.
  - The **date of the report** should be evident.
  - Reports should be typed.
- For each objective the **status** towards meeting the goal should be noted:
  - E.g. *Progressing, Regression noted, Limited Progress, Satisfactory Progress, Not addressed this quarter, Objective met, etc.*
- Progress should be noted in a **measurable** format to represent status.
- If relevant/important info has occurred, but does not refer to an objective, it is ok to add some narrative info.
- Person writing the progress note is listed with title/degree

## Less Restrictive Placement (\*Criterion 8.10)

CCC STAR Teams will work to support student growth and success to provide instruction in a less restrictive environment as appropriate to meet a student's individual needs. The IEP TEAM will document student progress and collaborate with a student's sending district to work towards moving a student to a less restrictive environment as soon as is appropriate. Individual criteria for a less restrictive placement is developed by the IEP TEAM.

Supporting student's move to a less restrictive setting or a vocational site, or to access work or leisure activities, may depend on independence skills and a student's ability to attend and complete a given task with decreasing levels of adult assistance.

### New Staff Orientation (\*Criterion 12.1)

All new teachers, paraprofessionals and administrators to the Cape Cod Collaborative will attend an orientation meeting prior to the start of the school year. This Orientation shall include description & mission of the Cape Cod Collaborative as an organization, Program philosophies, Introduction to Program Procedures & Responsibilities, Handbook reviews, training schedule, evaluation procedures, and legally required annual training including QBS Safety Care & First Aid Training. New teachers, paraprofessionals and/or administrators that begin after the start of the school year shall meet with the Director or Assistant Director of Special Education Programs for an orientation and training schedule.

All new teachers and administrators to Cape Cod Collaborative will have a Mentor assigned in their first year. CCC has a *Mentoring and Induction Program Guide* (2016) explaining the procedures.

- Induction program is a planned program of professional support for new teachers and administrators provided by the school, including orientation, opportunities for classroom observation and conferencing, and peer group meetings.
- Mentoring is one component of a comprehensive induction program. It refers to the relationship between a beginning or incoming teacher (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.
- Induction is required in the first year of employment (regardless of license type) and assessed by ESE when an educator seeks a Professional teacher or administrator license (6-3 CMR 7.04(2)(c)(2)).
- Teachers must receive 50 hours of mentoring beyond the first induction year for Professional licensure. (See DESE site for further information.  
<http://www.doe.mass.edu/educators/mentor>)

### Parent Consent and Notification\* (\*Criterion 15.5)

It is the responsibility of the program to work with school districts and families to obtain consent for Emergency medical treatment and Medication Administration.

Within the programs student intake/registration packet, forms are included to families to share their emergency contacts, emergency medical care and any necessary medication administration within the school day. Releases are obtained annually. The school/program nurse will work to obtain any necessary information for the care of each student during the school day. Program administration and school nurse will work with the sending district to obtain the necessary information.

Should Cape Cod Collaborative participate in any research, experimentation, fundraising, publicity and observation, parent/guardian consent will be obtained.

### Parent Involvement (\*Criterion 15.1)

Ongoing communication and collaboration with home is critical for student success. CCC encourages parent/family involvement. Families/Guardians can contact the classroom teacher, therapist, nurse, or program coordinator at any time to set up a conference to discuss their child's education program or medical needs.

A Parent Group will be offered at each school monthly. A schedule of meetings should be available on the CCC website ([www.capecodcollaborative.org](http://www.capecodcollaborative.org)).

Parent volunteers are welcomed. Teachers should notify the Program Coordinator of any parent requesting to participate. Parents/Guardians are also encouraged to attend school-wide field trips.

The law requires a CORI be done for all volunteers interacting with students.

### Participation of the Public Day School Program as well as School District Representatives at the TEAM and Other Key Meetings, Including Reviewing/Revising the IEP (\*34 CFR 300.321)

The Director/Assistant Director of Special Education Programs communicates ongoing with each district to monitor due dates for IEPs and evaluations. Each meeting should have a CCC administrator present, along with any necessary CCC staff working with that student and a representative from the sending/home district. Additional attendees may be identified by the sending district and/or the family/guardians.

Staff are notified of team meeting due dates and are responsible for monitoring the needs of their own students and preparing any necessary materials for meetings. Procedures are outlined with the Program Procedures Guidebook. Staff who are notified of confirmed meeting dates are expected to attend. Any conflicts should be discussed with the Program Coordinator and/or Director as soon as possible.

Teachers/Therapists/Counselors are responsible to bring copies of any relevant data/graphs, progress/updates, etc. to each meeting.

### Physical Restraint (\*Criterion 9.4)

It is the responsibility of all CCC faculty to provide and maintain a safe environment. CCC programs utilize the QBS Safety Care Model, combined with Positive Behavior Intervention

Supports (PBIS) and theories of Applied Behavior Analysis, as foundations for proactive planning and training. In addition, the understanding of student disabilities guides decisions and planning. Even with these supports and structure in place, escalation of behavior can occur.

**Physical restraint (603 CMR 46.03) is considered an emergency procedure of last resort and shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.** Physical restraint (603 CMR 46.02) shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

CCC employs staff at each school site trained as QBS trainers. QBS trainers provide training to each school staff annually in de-escalation and restraint methods to maintain safety. Strict reporting and documentation processes are outlined for CCC within the Program manuals. All restraints must be logged within the CCC database. An alert is sent to the Director of Special Education Programs, Assistant Director, Program Coordinator and Social Worker. Daily review is done within each Program and any physical restraint is reported to parents within 24 hours. A written report sent home within 3 days. Weekly review of all restraints is conducted within each Program. The Director/Assistant Director of Special Education Programs review all restraints monthly to look for patterns and identify any need for further training, etc. Communication to each sending district of a student that required a restraint is also completed.

CCC reports at least annually all the restraints that have occurred during a school year (beginning July 1st, ending June 30th). Any restraint-related injuries are reported to DESE no later than three school working days of the administration of the restraint when a physical restraint has resulted in any injury to a student or program staff, as required by 603 CMR 46.06(7).

Any complaint received from a student, parent/guardian, or staff person should immediately be shared with the Program Coordinator to pursue further information and debriefing with staff. Any injuries must also be immediately brought to the attention of Program administration.

### Availability of in-school programs for pregnant students

The Cape Cod Collaborative wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth, are permitted to return to the same academic and extracurricular program as before the leave. The Cape Cod

Collaborative does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.  
LEGAL REFS.: M.G.L. 71:84 Title IX: 20 U.S.C. § 1681 34 CFR § 106.40(b)

## Program Modifications and Support Services for Limited English Proficient (LEP) Students (\*Criterion 8.4)

The Programs will work with the student's home district to provide access to students with limited English proficiency. Should the Home Language Survey indicate that a language other than English is spoken at home, the Program will communicate with the sending district to determine if further assessment is necessary. The Program will offer the same opportunity to access and participate in the Program's services, activities and benefits as all other students. STAR Program also employs administrators and teachers with a Sheltered English Immersion (SEI) endorsement issued through the DESE.

## Registering Complaints and Grievances (\*Criterion 15.8)

### **Employees:**

The Collaborative confirms a policy which guarantees equal employment opportunities in the recruitment, application, selection, compensation, retention, transfer, promotion, benefits, work assignment and career progression process without discrimination for reasons of race, ethnic background, sex, age, religious beliefs, national origin, sexual orientation, gender identity, or marital status.

### **EMPLOYEE GRIEVANCE PROCEDURE**

Level 1. An aggrieved employee shall first discuss the complaint with the immediate supervisor with the object of resolving the matter informally. The supervisor shall convey his/her decision to the employee within forty-eight (48) hours after receiving the complaint

Level 2. The employee may then initiate the grievance in writing to the Executive Director, Paul Hilton. The Executive Director shall discuss the grievance with the employee and within fourteen (14) days communicate a determination in writing to the employee.

Level 3. If the grievance is not resolved at Level 2 to the satisfaction of the employee, the employee may appeal the grievance to the Board of Directors within three (3) work days after the date of the Collaborative Director's reply. This shall be done by sending a written request to the Board, via the Collaborative Director, for a hearing. The Board of Directors

shall hold such hearing at a special meeting called for that purpose or at its next regularly scheduled Board meeting. Whether such hearing is held in open or executive session shall be controlled by the provisions of Chapter 39 of the Massachusetts General Laws (i.e., the Open Meeting Law). The Board of Directors' decision relative to the grievance shall be final and shall be rendered within twenty (20) business days of the hearing.

Level 4. If the grievance is not resolved at Level 3, it may be referred to the United States Equal Employment Opportunity Commission  
John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203  
1-800-669-4000 (TTY 1-800-669-6820) or to the  
Massachusetts Commission against Discrimination  
Boston Office: One Ashburton Place, Room 601, Boston, MA 02108  
617.994.6000 (TTY 617-994-6196)

Springfield Office: 424 Dwight Street, Springfield, MA 01103  
413.739.2145.

### **Parents/Guardians:**

If a parent/guardian is unhappy with a child's teacher, therapists, etc., he/she should try to work out the difficulty with the staff person by setting up a meeting or a telephone call.

If this method is not successful, the parent should contact the Program Coordinator. If still not resolved, the parent/guardian may contact the CCC Director or Assistant Director of Special Education Programs. A parent/guardian may also appeal in writing to the Executive Director, Paul Hilton.

Parents may also reach out to their home district liaison of Director of Special Education. If a parent feels their grievance is still not resolved, they may contact the Department of Elementary and Secondary Education.

Collaborative transportation concerns should be addressed to Transportation Department (x1118) or the Executive Director (x1111) at 508.420.6950.

If a school district is transporting your child, please contact the district's transportation manager/liaison.

### **Students:**

Students should try to work out their grievance with the staff person involved. If a student feels this is not resolved, they should bring it to the attention of the Program Coordinator. If still unresolved, they may contact the CCC Director or Assistant Director of Special Education Programs. If the matter is not resolved within seven (7) days, the student may appeal in writing to the Executive Director, Paul Hilton.

## Reporting of Suspected Child Abuse/Neglect (\*Criterion 3.1 (c))

The Cape Cod Collaborative is dedicated to the goal of protecting our students from child abuse and neglect and to responding effectively to incidents of child abuse and neglect. The Collaborative recognizes local, state, and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

All Collaborative employees are mandated reporters. Under Massachusetts General Laws Chapter 119, Section 51A, 51G, any public or private school teacher, educational administrator, guidance or family counselor, nurse or social worker, as well as certain other professionals who in their professional capacity have reasonable cause to believe that a child under eighteen years is suffering serious physical or emotional injury resulting from abuse by a caretaker, including sexual abuse, malnutrition or neglect must report such conditions to the Department of Child and Family Services (DCF). For students 18 or older with disabilities, Disable Persons Protection Commission (DPPC) may be notified.

CCC staff will be vigilant to signs and symptoms of suspected abuse/neglect and carefully document objective data that is directly witnessed that may indicate a reportable situation. With due respect given to maintain confidentiality, the school nurse or social worker will conference with the Director or other designated staff. Together a decision will be made as to the appropriateness of filing a 51A with DCF, DPPC, and or other necessary agencies (ESE, DDS, DMH, etc.).

CCC Staff receive annual training in definitions and policies related to suspected abuse and mandated reporting. It is not the responsibility of staff to prove a child has been abused and/or neglected or to determine whether the child is in need of protection.

CCC Staff are obligated to report any interactions between staff and students that they feel is inappropriate or abusive. The safety of a child is a priority. Staff should assure the student is protected and immediately report to a supervisor for further assistance.

## Runaway Students (\*Criterion 9.3)

The definition of a runaway student shall be a student who leaves Cape Cod Collaborative premises, or leaves the group during a community activity without permission of the staff and is unable to be located.

If it is unknown that a student has left the premises, CCC staff will proceed for searching students within the premises as outlined in the Emergency Support Handbook for a Missing Student and then notify 911 as needed. Parents/guardians would be notified. Public day schools are also required to notify DESE whenever a student runs from the program (Form 2).

For students that are 18 or older that attempt to leave the school grounds without permission, staff will work with the student to attempt to re-direct and/or de-escalate, but physical intervention will not be utilized in order to stop a student that is 18 or older from leaving. Parents/guardians will be notified. Police would be notified only if it was believed the student was a danger to themselves or others.

A runaway student is not the same as a student that has bolted from an area and staff are able to support the student to return to the area/activity. If a student presents as a risk for bolting or is threatening to leave the area, staff will determine if a risk is evident and may position themselves to block a student. In cases where safety is of imminent concern, staff may need to hold a student to maintain their safety.

Students under the care/guidance of a parent or guardian are not considered as “runaway” and staff will provide assistance only with parent request.

If the student has a LoJack or similar gps device utilize the protocol as outlined for that individual student.

## Smoking

In accordance with the law, smoking (including e-cigarettes) is not allowed at any time within the school building or on school grounds.

Smoking/Vaping: Cape Cod Collaborative is committed to having a vape/vaping, smoke and tobacco free environment for all members of the school community. Therefore, the use or possession of tobacco products and smoking/vaping related products on school property, at school sponsored activities, and on vehicles used in the transportation of students is strictly prohibited. Tobacco products include cigarettes, cigars, chewing tobacco, snuff, or any other form of tobacco. Vaping products include vaping liquid and vaporizers or ecigarettes of any kind. Violations will result in the following consequences:

Suspicion of Smoking or Vaping: No loitering is permitted in the lavatories and only one student in a stall at a time. Any student or students observed in a closed lavatory stall from which smoke or vapor odor (eg. a fruity smell) is emanating will be reported to the Program Coordinator for suspicion of smoking or vaping. Upon the discretion of the Program Coordinator, the student(s) may be searched.

Possession of Tobacco/Vaping Products: Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco), tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders), or vaping products (vapor liquid or vaporizers/ecigarettes of any kind) on school property will result in confiscation of the tobacco related item by the Administration or Faculty. This includes students that are 18+ as well.

Discipline as a result of possession of tobacco products will be:

1st offense - confiscation, warning, education (e.g. meeting with nurse, counselor, or administrator).

2nd offense - confiscation, in-school suspension  
3rd offense - confiscation, out-of-school suspension

## Students age 18 and older

### **Rights of 18 Year Olds:**

CCC recognizes the particular rights of students 18 years old and older . Specifically as it refers to the writing of absence, tardy, or dismissal notes, the school requires a letter from the parent/guardian giving the student permission to write their own notes. This letter will be reviewed by the Program Coordinator and/or Director. The administration also recognizes the need and obligation to continue to keep parents/guardians informed relative to the student's academic progress, disciplinary status, and general whereabouts.

If the status of the student is the status of emancipation: Student must be 18 years old, present his/her dismissal note to the Program Coordinator who will determine authorization. The Program Coordinator or designee has the right to notify the parent/guardian regarding dismissals. The Program Coordinator may revoke this privilege if misused.

### **Age of Majority**

Massachusetts recognizes eighteen as the "age of majority," or the age at which state residents are legally considered adults.is required for discussion. Federal special education regulations require that at least one year prior to the student reaching age 18 the student and the parent must be informed about the rights that will transfer from the parent to the student upon the student's 18<sup>th</sup> birthday. When a student turns age 18, all of the decision-making rights in special education that have been exercised by the parent transfer to the adult student, unless

- a court has appointed a legal guardian for the student, or
- the student indicates that he or she wants to share decision-making with his or her parent (or other willing adult), or
- the student indicates that he or she wants to delegate decision making to his or her parent (or other willing adult).

See also state special education regulations at 603 CMR 28.07(5).

For any assignment of guardianship, we request paperwork be on file as part of a student's records.

### **Students 18 or older leaving school grounds during day**

For students that are 18 or older that attempt to leave the school grounds without permission, staff will work with the student to attempt to re-direct and/or de-escalate, but physical intervention will not be utilized in order to stop a student that is 18 or older from

leaving. Parents/guardians will be notified. Police would be notified only if it was believed the student was a danger to themselves or others.

### Student Separation Resulting from Behavior Support (\*Criterion 9.1 (a))

Students may require a separation from the classroom in response to individual disruptive or unsafe behaviors. Time-out is defined in Massachusetts as a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming (603 CMR 46.02). MA regulations identify an inclusionary time-out as when a student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom and an exclusionary time-out as the separation of a student from the rest of the class either through complete visual separation or from actual physical separation due to behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.

Time-out can be utilized as an opportunity for a student to obtain emotional re-organization or as a reflection period. Staff work individually with students to process a situation and identify choices and strategies appropriate to a situation. Students may also request a time-out or break from an activity as a self-advocacy strategy due to anxiety, frustration, or sensory overload situations. Time-out may also be used as a safe environment for an acting-out student that is aggressive to others or persistent attempts to bolt. Time-outs are always with staff supervision. Seclusion Time-outs (where a student is alone with no staff present or immediately available) are not allowed within this setting.

Time-outs or Time-aways may occur in a designated classroom space or in a separate space away from the group instruction. Time-aways or breaks may be 1-5 minutes dependent on the situation and always occur under staff supervision in a safe area.

Some classrooms in the STAR Program may utilize a time-out room. The time-out room may or may not have a door. If time-out room does have a door, there is NO lock. CCC STAR Programs have written criteria related to time-out procedures that can be shared with parents/guardians of those students where this strategy may be utilized. Time-out should not be used as a punishment. Students in a time out by choice or directed must be continuously observed by a staff member. Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding management of behavior and/or to share strategies.

At Waypoint Academy, Therapeutic support breaks (TSB's) is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During TSB, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

Any space used for time-out/separation must be clean, safe, sanitary, and appropriate for the purpose of calming. There is currently no regulation for reporting Time-out data to DESE but it will be reviewed ongoing by Program administration. A student's ability to remain available for learning is critical to their success.

## School Programs for Pregnant Students

Availability of in-school programs for pregnant students

The Cape Cod Collaborative wishes to preserve educational opportunities for those students who are or may become pregnant and/or take on parenting responsibilities. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth, are permitted to return to the same academic and extracurricular program as before the leave. The Cape Cod Collaborative does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

## Student Transportation and Transportation Safety (\*Criterion 17.1 (a))

All transportation arrangements to/from school are arranged by the sending school district. Requests for transportation changes should be directed toward your school district. Students are not permitted to switch buses or bus routes.

For students riding on Cape Cod Collaborative transportation, questions can be addressed to the CCC transportation department. For students riding district-provided transportation, the individual district or contracted transportation company must be contacted directly.

Some Collaborative school bus vehicles are equipped with audio and visual recording devices to monitor the behavior of the students. The recording devices are turned on during the vehicles operation. Tapes are not available for parent review due to confidentiality requirements, but may be reviewed by staff as necessary information for developing appropriate student supports. Staff work collaboratively with transportation staff to support safe and successful transport to/from school.

Students that request to drive to/from school on their own transportation must .....

Transportation during field trips is provided by Cape Cod Collaborative staff. Appropriate field trip documentation should be on file pre-approved by the Program Coordinator or Director of Special Education Programs. CCC staff with 7D licenses for driving students in a van must have been approved and have all necessary information on file with the CCC Transportation Department.

**NO STAFF ARE PERMITTED TO DRIVE STUDENTS IN THEIR PERSONAL CARS.**

### Supervision of Students (\*Criterion 11.11)

It is the responsibility of CCC staff to maintain supervision for students attending the programs at all times during the school day.

- Set a positive and professional tone within the classroom, modeling expected behavior (e.g. confidentiality, arriving on-time).
- Schedule regular staff meetings to provide feedback, review programs, lessons, support plans, etc. as well as seek input and feedback from staff.
- Provide training to CCC staff for all aspects of a student's day: Classroom routines, lessons, modifications and/or accommodations, expectations, behavior support plans, preventative techniques, etc.
- Modeling, 1:1 training, appropriate feedback
- Provide access for staff to student profiles, IEP, support plans, etc.
- Seek input from therapist and/or Director for difficult situations.
- Evaluate staff. Document any area of need and develop a corrective action plan (with Director of Special Education Programs).

### Suspensions

Suspension is a last resort and is used only in response to the most serious behavioral incidents, which present safety risks within the school environment. The decision to suspend a student is made by the Program Coordinator in consultation with the Director/Assistant Director of Special Education Programs. A detailed written incident report by those who directly observed and/or were involved in the incident within 24 hours should be presented to the Program Coordinator. A meeting with the family/guardians and School district liaison to discuss the incident and recommend a plan of action will be requested. Each incident is reviewed individually to ensure proper follow-through.

MA outlines procedures School Suspension and Discipline Reporting (SSDR).  
Principal role

In the event that a suspension should be necessary, the following procedures will be followed:

- Whenever 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.
- No student may be suspended and sent home unless a responsible adult is available to receive the student.
- Procedures must be in place to record and track the number and duration of suspensions, including suspensions from any part of the student's IEP program (including transportation).

#### 3-5 days (Criterion 9.5)

- Once a student has been suspended for three (3) consecutive school days or five (5) 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.

#### 10+ days (Criterion 9.6)

In the event that the suspension should be 10+ days, the sending district will be notified and a Team meeting held to discuss further student needs and/or placement options.

- A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities.
- 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 applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting.
- If the TEAM determines that the behavior IS a manifestation of the disability, the TEAM, takes steps to modify the IEP, conduct an FBA and/or modify the behavior intervention plan, and/or the placement.

## Technology & Electronic Devices / Cell Phone Policy

It is the policy of CCC that all personal electronics be turned in to teachers or other designated staff (e.g. counselors or social worker) upon entering the school building. These items will be returned once the students are dismissed, provided that there are no issues regarding appropriate use, content or ownership, etc.

Students are not allowed the use of cell phones or other electronics brought from home during the school day without the permission of the Program Coordinator. Students possessing electronic devices during school hours or on school activities will be asked to surrender their phone/electronics to their teacher (or other CCC staff) to be held in a safe location until the end of the school day. Students or parents may also ask to have devices

locked up during the school day. The electronics will be returned at the end or returned to a parent/guardian.

If a student refuses to abide by the Program's electronics policy and is actively using a phone, it may be confiscated and held at the school until it can be returned to a parent/guardian; parents will be contacted. In the event that a student is suspected of using any device to audio tape, video tape, or photograph or otherwise obtain personal or school-related images or information protected by a Confidentiality Policy, the device will be confiscated and turned over to a parent, guardian or in extreme cases, law enforcement authorities. Parents may have the option to examine the content with school personnel, provided no confidential images or information have been distributed in or outside the school.

Any student violating the Personal Electronics Policy will lose the privilege of bringing any form of device into the school. In recurring and/or extreme cases, suspension or termination may be warranted. A student could also be charged with a criminal offense. Federal laws protect students and staff from others taking pictures, audio, or video of other students or staff without their permission. Texting or any inappropriate use of technology is also prohibited for students.

Staff are prohibited from interacting with students on any social media.

The Collaborative does not accept responsibility for the care of any devices brought from home into the school setting or school activities.

This policy is to protect all individuals' dignity and legal rights to confidential services within our program.

### Terminations (\*Criterion 9.7)

Students are terminated under the decision of their sending district, IEP TEAM and/or through decision of the Director of Special Education Programs. Specific termination criteria would be dependent on the sending home district criteria and/or individual student variables.

The possession or use of weapons, explosives, or incendiary devices is forbidden and cannot be tolerated. Possession of such materials will result in termination from the program and possible expulsion from the referring LEA's system; this consequence is based on the Education Reform Act of 1993. Seriously aggressive physical acting out behavior that presents imminent danger or harm to self or others will result in immediate suspension and probable termination from the program. Possession of any controlled substance, illegal drugs, alcohol, prescription medication etc. will also result in immediate suspension, filing of criminal charges, and termination from the program pending a hearing with the LEA.

Any action or incident that violates the Massachusetts Criminal Code for crimes against a person or personal property will be reported to local police and a criminal charge filed.

In the event that a student is terminated:

- **Planned Terminations:** The special education program shall notify 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.
- **Emergency Terminations:** In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.
- The special education 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.

## Translation and Interpretation Procedures

see Parent /Student Handbook suggestions

## Transition Planning (\*Criterion 8.11)

For students turning 14 during an IEP period and all students 14-21, a transition planning form (TPF) must be completed and kept with the IEP. The TPF outlines the student's vision. The Action Plan focused on instruction, employment, and community services should be aligned to the student's vision. The plan should be updated at minimum annually.

Most recent information on Transition for students 14+ from DESE

- <http://www.doe.mass.edu/sped/advisories/2014-4ta.html#>