

# Cape Cod Collaborative Policy & Procedures Manual for Public Day Schools

**BOD** 2023-2024

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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

Program Directors in conjunction with the Director of Special Education are responsible for developing a training plan and calendar that ensures that all staff (including new employees, interns and volunteers) participate in annual in-service training 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 Programs (Waypoint and STAR) 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. 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 if the student is in crisis 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 Program 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 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.

## **Bias - Counseling & Teaching Materials**

Teachers are responsible to review all curriculum BEFORE presentation to students. This includes books, textbooks, videos, etc. Teachers should review all their educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identify, religion, national origin and sexual orientation.

Teachers will want to ensure that appropriate activities, discussion and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in their materials.

Any questions should be brought to the Program Director for review and input.

Counseling and counseling materials free from bias and stereotypes.

To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness, all counselors:

1. Encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;
2. Examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;
3. Communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;



4. Provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand;
5. Support students in educational and occupational pursuits that are nontraditional for their gender.

State Requirements: Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8) as amended by Chapter 199 of the Acts of 2011

Federal Requirements (IDEA-97) Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721

## **Policy Prohibiting Bullying**

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 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 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 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 director or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Cape Cod Collaborative program 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 Director, 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 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 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 groups 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 provide 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 Director 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 Director 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.

## **Classroom Age Spans**

Classroom groupings should not exceed 48 months without approval from the Department of Elementary and Secondary Education.



Upon student acceptance to the Program, the Program Director will inform the Director of Special Education Programs of a recommended student placement in a class if it exceeds the 48-month range. The Director of Special Education will complete the necessary paperwork to request an age span waiver from DESE.

For an age span waiver, the following information must be outlined:

1. A description of the program including major program goals of students to be served.
2. The basis for the conclusion that an increase in age span will provide students a free and appropriate public education in the least restrictive environment.
3. Provide details on other solutions that were considered and rejected as appropriate prior to the submission of the waiver request.
4. Provide dates and written documentation by which all affected teaching staff, administrators and parents were/will be informed regarding this proposed request to increase age span.
5. What period of time is this age span waiver being requested for
6. What steps will be taken to avoid the necessity for a request for approval of this waiver for subsequent years.

The Special Education Director will work together with the Program Director/classroom staff to:

- Identify the student's proposed block schedule and the time periods that would be affected.
- List of students within the classroom grouping (DOB, Home District, Grade, Developmental levels)
- Review the IEP goals & objectives of the students within the grouping (oldest & youngest)
- Identify the staff and staff credentials of the classrooms affected.

Parents/Guardians and home districts must be informed that an age waiver is being requested. Upon notification from DESE, parents/guardians and home districts should be informed of the results.

It is the responsibility of the Program administration to monitor ongoing new students placed within a classroom group to determine meeting the 48-month age requirement.

# 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's 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.

## **Driving to School (Students):**

Students who want to park on school grounds must request permission in writing from the Program Director. 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 lots.
- 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.

## **Injury during the school day**

### **Staff Incident/Injury**

- If Staff are hurt/injured, the Program nurse should be consulted.
- Staff will complete the “First Report of Injury – Medical Only” form (within 24 hours or on the Monday following a Friday injury).
  - No student information should be included on that form which is released to the insurance company (FERPA).
  - Please note if a nurse was consulted or if further medical treatment was sought.
- The forms go to the Program Director for review, signature.
  - The Program Director should be notified of any staff injury needing treatment.
- The Program Director turns them into the Human Resources Manager.
- Note: Often it is checked “no outside medical attention sought.” If, at a later date, medical attention is sought related to the incident, the Program Director/Human Resources Manager needs to know. Each incident is assigned a claim number that is followed and reviewed by the HR/Insurance Company.
- For minor injuries (not requiring medical follow-up) but that may require documentation, the general incident report form may be filled out instead.

### **Student Incident/Injury**

Any student injury that occurs (not involved with a restraint, etc.), e.g. during a field trip, during a break/recess or as a result of an interaction with another student, should have the incident documented for the file:

- For any student injury, staff should complete a general Incident Report form describing the incident/location/staff involved, etc.
- Any student injury should be reviewed by the Program nurse; Nurse will complete her section on the Incident Report form. Nurse & Teacher (or other relevant staff) should consult on who will notify the family.
- If several students are involved, only one student’s name is on the form. Use “peer” or “other student” if that information is relevant.
- This form goes to the Program Director for review, signature.
- If appropriate a copy will go to the district and may also go home to the family.
- Please use professional and objective language. Be cognizant of spelling and grammar.

- Form is filed in the student file.

*A student or staff injury as a result of a restraint must be included within the restraint documentation and an administrator notified as soon as possible. The nurse should be immediately consulted. (See Restraint regulations and/or Immediate Notification if applicable.)*

## **Immediate Notification (\*Criterion 4.5)**

DESE requires certain information be immediately conveyed to the state and to parents. CCC Director of Special Education or Executive Director will be responsible to provide immediate electronic notification (WBMS-Action Form-Form 2 submission) to ESE for ANY student enrolled in its program concerning incidents that occur during SCHOOL HOURS ONLY, except for EMERGENCY TERMINATIONS, which is for both school and residential hours.

1. The death of any student (Immediate verbal and written notification to the student's parents/guardians and school district);
2. The filing of a 51-A report with Department of Children and Families (DCF) OR a complaint filed with the Disabled Persons Protection Commission (DPPC), against the school or a school staff member, for alleged abuse or neglect of any student;
3. Any action taken by a federal, state, or local agency that might jeopardize the school's approval with ESE (i.e. federal or state investigation; closure of intake);
4. Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of any of its students;
5. The hospitalization of a student (including out-patient emergency room or urgent care visits) due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program;
6. A student runs from the program; and
7. Any other incident of a serious nature that occurs to a student or staff in the program. (Some examples include: any police involvement, any media involvement, weapons, fire setting, alcohol or drug possession or use while in the program).

*NOTE: In the event of serious injury or death of a student, criminal activity on the part of a student or staff member or other serious incident affecting the well-being of any student, Program Director(s) or their designee will immediately notify by telephone and by letter, the parent/guardians, the sending school district(s), any state agency involved in student care or program placement, and the Department of Elementary and Secondary Education.*

## **Procedures For Electronic Filing of Form 2 Vis WBMS**

1. CCC Director of Special Education will complete and upload the Narrative Description and Notification pages of Form 2 (pages 2 and 3) via the Web-Based Monitoring System:
  - a. The narrative should include: Who was involved (staff and students)? What happened? When? Where? How? Why-what triggers or antecedent events? b.

- Identify the individuals and agencies that were notified of the incident. Note: Only one student may be reported at a time. Each individual student will need a separate WBMS-Action Form-Form 2 submission.
2. The Special Education Director will review the Checklist of Necessary Information for All Incident Reports to ensure that all documentation requirements for the specific type of incident are included.
  3. WBMS Action Form 2 incident reports must be submitted for all incidents that occur during SCHOOL HOURS ONLY EXCEPT FOR EMERGENCY TERMINATIONS. Emergency Terminations apply to BOTH school and residential hours.
  4. It is the responsibility of the Special Education Director to monitor receipt and completion of any additional uploads as required by DESE and upload them as soon as possible.

### **Procedures For Notifying All Parties**

1. The Director of Special Education will provide written notification to the parents/guardians, responsible school district(Special Education Administrator), and, if applicable for the student, any other state agency.
2. This letter will be maintained in the student file.

### **Regulatory References**

FOR BOTH SCHOOL AND RESIDENTIAL HOURS:

**The emergency termination of a student pursuant to 28.09(12)(b).**

**State Requirements: 18.03(10); 18.05(7); 28.09(12) (a, b)**

**Federal Requirements (IDEA-97)**

#### **(10) Runaways:**

The school shall have a written policy, including a definition of runaways, appropriate for the school population and location, as well as procedures for handling situations involving students who have run away. These policies must be approved by the Department. All personnel in the school shall be familiar with the procedures for handling these situations and the persons or agencies to be notified. The school shall notify the Department, and the parents or Department of Social Services as appropriate, immediately whenever any student runs away.

#### **(7) Termination.**

(a) Upon admission of a student pursuant to 603 CMR 28.00, the school shall ascertain a school district contact person. The school shall keep such a person informed of the progress of the student and shall notify that person immediately if termination or discharge of the student is being discussed.

(b) The school shall, at the time of admission, make a commitment to the public school district or appropriate human service agency that it will try every available means to maintain the student's placement until the local Administrator of Special Education or officials of the appropriate human service agency have had sufficient time to search for an alternative placement.

(c) Planned Terminations:

1. Except in emergency cases, the school shall notify the school district of the need for an IEP review meeting. The school district shall arrange such a meeting and provide to all parties including the parent and if appropriate, the student, notice of this meeting (10) days in advance of the intended date of the meeting. The meeting shall be held for the purpose of planning and developing a written termination plan for the student.
  2. The plan shall describe the student's specific program needs, the short and long term educational goals of the program, and recommendations for follow-up and/or transitional services.
  3. The school shall thoroughly explain termination procedures to the student, the parents, the Administrator of Special Education and officials of the appropriate human service agency.
  4. The written termination plan shall be implemented in no less than (30) days unless all parties agree to an earlier termination date.
- (d) In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others, the school shall follow the procedures required under 603 CMR 28.09(12).

## **(12) Student Protections.**

Students shall be entitled to protections and standards in accordance with 603 CMR 18.00. In addition approved special education schools shall observe the following requirements:

(a) Serious Incidents - Immediate Notification and Reporting. In the event of serious injury or death of a student, criminal activity on the part of a student or staff member, or other serious incident affecting the well-being of any student, the approved special education school shall immediately notify, by telephone and by letter, the parents, the sending school district(s), any state agency involved in student care or program placement, and the Department of Elementary and Secondary Education.

(b) Emergency termination of enrollment. 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.

## **CCC Other notifications**

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

## CCC IEP Development

- CCC Programs are public day schools; all students attending have an IEP and therefore have already been deemed eligible for special education services.
  - Students must still participate in re-eligibility every 3 years.
  - We serve as an extension of the public schools. District (Local Education Authorities – LEA) have the responsibility of child find as outlined under IDEA.
- All teachers and therapists are responsible for the Individual Education Plans (IEP) of their assigned students.
  - This includes collection, maintenance and review of any relevant classroom data – academic, social, behavior, medical (e.g. seizure) etc.
  - IEPs are completed on ESped/Frontline
  - Following student and state timelines
- Every student must have at least an annual review and a re-evaluation every 3 years.
  - Parents may request a meeting at any time.
  - Districts may request a meeting at any time.
  - Staff should inform the Program Director if a situation occurs that warrants a team meeting.
- IEPs are expected to be carried out as written.
  - The Team should follow a new student's IEP to the best of their ability until updates or amendments have been recommended/approved.
  - Each IEP must have a minimum of 4 progress updates.
    - (See Progress Note Info Guidelines; roughly every 45 school days)
  - Each IEP/student receiving extended school year services (ESY) will also have a progress update.
  - IEPs that are accepted/signed should be implemented immediately.

## PRIOR to Team Meeting

- The Special Education Director/Program Director or designee arranges with each sending district meeting times.
  - A google doc IEP meeting list is shared with each teacher and related service provider at the beginning of the school year and updated ongoing throughout the school year.
  - When meetings have been confirmed from the home district, dates are posted on the Google calendar and “invitations” sent to relevant staff.
  - Meeting notices/invitations received from a sending district are copied and



- shared with relevant staff.
- Teachers/counselors are responsible to bring copies of any relevant data/graphs, progress/updates, etc. to each meeting.
- Teachers/Therapists are expected to prepare prior to attending an IEP meeting.
  - At least one month prior, begin to probe new baselines and current objective status.
  - Enter updated information into the “Next IEP” on Frontline.
    - Plan to allow enough time for review and edits.
  - Preparation should include consultation with the student’s parents/guardians and/or the student when appropriate
  - Preparation should include inter-program consultation with any related service (e.g. OT, PT, SP, counselor/ SW, etc.).
  - Therapies and/or social skills may be embedded as necessary to avoid redundancy of goals.
    - Goal objectives should be aligned with classroom goals
  - Preparation should include any necessary data to make informed decisions or demonstrate growth, regression, etc. – determination of new current performance.
  - Each section of the IEP should be reviewed for the need to update/edit for every new IEP.
    - Student strengths section must always be updated
    - Goal current performance must always be updated.
      - Current performance should correspond to each objective proposed to reflect current status compared to objective proposed
      - E.g. here’s where student is now.....here’s where I want him to be in a year
    - Teachers are responsible for PLEP A (Content & Curriculum); Teachers (e.g. social/behavior) AND Counselors AND/OR therapists are responsible for PLEP B
  - Inform Director when the draft is ready for review.
    - Director reviews each section and completes meeting dates, IEP dates, service delivery, etc.
    - Director will print up drafts for meeting

### **DURING a Team meeting**

- There will be a copy of the IEP draft available at the meeting (either projected or hard copy) to use as a working document.
- Staff should have prepared a brief update on student progress for their area and be ready to discuss a focus for the coming year.
  - It is important to note areas of strength as well as areas of need

### **AFTER the Team meeting**

- Any edits/updates will be completed by the teacher and/or therapists as is necessary for the strengths section, PLEP A or B, and Goals and objectives.
  - The Team should notify the Program Director or Director of Special Education when edits are complete.
  - This should be done within 24 hours of the meeting when at all possible.

- The Director or Special Education Director reviews the IEP, completes any additional edits and forwards to the home district for processing.
  - It is noted on the Google IEP doc that the IEP has been sent to the district. Once sent - No further edits should be done.
- Team should continue with data on the active IEP until notified the New (proposed) IEP has been accepted.
- When a student's district has received a signed IEP, they will notify CCC and forward the necessary signatures or other services requested.
  - The new IEP is shared with the Administrative Assistant who records the new IEP as active and notifies those working with the student.
  - Once accepted, the new IEP may be immediately implemented.

## **Transition**

- 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.
  - Discuss with student (when appropriate) PRIOR to the meeting about their vision and goals
  - This should begin in a 13-year old's IEP as they will turn 14 during that IEP period.

## **Behavior Support Plan**

- BSP: Any student with an individual behavior support plan must have the plan reviewed at least annually. Even if there are no changes, it should be documented with the date reviewed. Be ready to discuss the BSP at the IEP meeting. BSP info is often included in PLEP B and/or in additional information.

## **Individual Health Care Plan**

- IHCP: Any student with an Individual Health Care Plan will be updated by the program nurse.

## **Summary of Performance**

- The Summary of Performance is an IDEA 2004 requirement for students whose special education eligibility terminates due to graduation or exceeding the age eligibility requirements (turning 22).
  - Program Director or designee will monitor graduation dates/birthdays of students and notify the special education teacher liaison when a Summary of Performance needs to be completed
  - The special education liaison is responsible for communicating with other staff (i.e. teachers, counselors, therapists) to gather information addressing student's academic achievement, functional performance, and recommendations for how to assist student in meeting their post-secondary goals
  - This information is then entered into the Summary of Performance form on Frontline
  - Should a student's IEP Team meet prior to the student graduating or turning 22 the Summary of Performance would be presented at that time
  - If a student's IEP Team does not meet prior to the student graduating or turning



22 the Summary of Performance is mailed to the family/student and district and put in the student's special education file

## DESE IEP Supports

- Teachers should take into consideration guidelines regarding individual disabilities and requirements. General info is available on the MA DESE website on disabilities, <http://www.doe.mass.edu/sped/links.html> as well as some disability specific advisories:
  - Autism Spectrum Disorders DESE advisory
    - [http://www.doe.mass.edu/sped/advisories/07\\_1ta.html](http://www.doe.mass.edu/sped/advisories/07_1ta.html)
  - Communication Needs of Students with Disabilities and AAC
    - <http://www.doe.mass.edu/sped/advisories/2018-3ta.html>
  - Mental Health/Trauma
    - <http://www.doe.mass.edu/sfs/tss.html>
  - Transition for students 14+
    - <http://www.doe.mass.edu/sped/advisories/2014-4ta.html#>
  - Bullying
    - [http://www.doe.mass.edu/sped/advisories/11\\_2ta.html](http://www.doe.mass.edu/sped/advisories/11_2ta.html)
  - High Quality Secondary Transition Services
    - <http://www.doe.mass.edu/sped/advisories/2017-1ta.pdf>
  - Promoting Self Determination
    - <http://www.doe.mass.edu/sped/advisories/2016-2ta.pdf>
  - Dear Colleague letter on dyslexia (OSEP)
    - <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>
  - Specific Learning Disability
    - <http://www.doe.mass.edu/sped/links/learndisability.html>
- Mass DESE has an IEP Process Guide available on their website
  - <http://www.doe.mass.edu/sped/iep/>
  - DESE is in the process of updating this guide
  - FYI-DESE is in the process of an “IEP Improvement Project”
    - <http://www.doe.mass.edu/sped/ImproveIEP/updates.html>
  - Teachers needing assistance should set up a time to meet with a Program administrator

## Progress Notes

- Progress Notes
  - STAR Program - 180 school days/3 semesters – approx. every 60 school days
  - Waypoint Academy - 180 school days/4 quarters
  - Due dates are shared at the start of the school year, posted on the Google calendar; listed on the Google IEP doc; and listed on the bulletin portion of Frontline (when you first log in).
- 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 as described above.
  - Staff name, role and signature should be evident on the reports.

- The date of the report should be evident.
- Reports should be typed, free of typos, grammar errors and misspellings.
- 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 if related to progress/regression, etc.
- Person writing the progress note is listed with title/degree
- Every Progress Report should have a cover sheet or program report card.
  - Student name, district, teacher, Grade level and report date should be evident.
  - Information should be noted cumulative for the school year (Nov, Feb, April, June)
- Behavior Support personnel will prepare quarterly graphs for TO and/or Restraint data.
- Staff will complete PN by the due date.
  - Director of Special Education will do a batch report to print up all program progress notes and review for info listed above at the close of the due date.
- Director of Special Education reviews progress notes, notifying individuals if additional info or corrections are needed.
- After review:
  - All PN reporters (Teachers, Therapists and/or Counselors) will then sign the progress notes.
  - Administrative Assistant will copy reports and send to the district & parent/family with a cover letter.
  - Reports will be copied for the classroom/teacher file.
  - Reports will be filed in the main student file.
- New students who have attended less than one month may have a narrative progress note that includes the above information plus the start date and any general information related to the transition.
- Frontline/EStar – from drop down menu PR1 – Progress Report Information

PN Period: STAR Program  
 Term 1 December  
 Term 2 March  
 Term 3 June  
 Extended School Year Program (if applicable)

Waypoint Academy  
 Q1 November  
 Q2 January  
 Q3 April  
 Q4 June  
 Extended School Year Program (if applicable)

(Additional spaces are now available if needed, i.e. an unsigned IEP that continues on.)

- Generally the ACTIVE IEP is where PN is recorded. On occasion when a new IEP has been signed without adequate time to gather data towards goals, the LAST IEP may be

reported on but within the ACTIVE IEP document.

- Communication between therapists & teachers for continuity is important

## **Evaluations / Re-Evaluations**

- All teachers and therapists are responsible for the re-evaluation of their students according to their Individual Education Plan (IEP) timelines.
  - This includes collection, maintenance and review of any relevant data – academic, social, behavior, medical (e.g. seizure), therapy, etc.
  - Review of any previous evaluations
  - Review of previous IEPs
- CCC STAR Program is a public day school; all students attending have an IEP and therefore have already been deemed eligible.
  - Students must still participate in re-eligibility every 3 years and noted on IEP.
- Districts send out consent for evaluation to parents/guardians outlining the requested testing.
  - Once received, the Program Director or Special Education Director or designee will make a copy for relevant staff conducting the assessments.
  - Evaluations should be completed 30 days from parent signature; a meeting must be held for review within another 15 days.
  - Plan to allow time for review and any edits. A final (signed) copy should be received by the Program Director or Special Education Director to allow time for copies to be forwarded to the home district and a copy to go home to the family (24-48 hours prior to meeting).

### **➤ Re-evaluations**

- Evaluation reports (typed) must be turned into the Program Director at least 1 week prior to the meeting for review.
  - Reports are then shared with the district and family.
- Report templates are generated on google docs
- Education Part B should be completed by the teacher at each re-evaluation (form is on Frontline/EStar)

### **➤ Evaluations (other)**

#### **○ Extended Evaluation (up to 8 weeks)**

- Districts often request an EE to gather further information and/or answer specific questions their Team may have posed.
- Reports must be prepared and turned into the Director at least 1 week prior to the meeting for review.
  - Reports are then shared with the district and family.
- Report templates are generated on google docs by the evaluator
- <http://www.doe.mass.edu/sped/advisories/2019-2.html>
- An EE is NOT considered a placement

#### **○ Functional Behavior Assessment (FBA)**

- Districts may request an FBA be completed. This is done in collaboration

with the student's teacher, SW and Program Director and any other related staff.

- FBA may include: Review of student records; student observations; staff questionnaires/interview; parent questionnaires/interview; classroom/school data.
- Reports must be prepared and turned into the Director at least 1 week prior to the meeting for review.
  - Reports are then shared with the district and family.
- Report templates are generated on google docs
- [http://www.doe.mass.edu/sped/advisories/07\\_1ta.html](http://www.doe.mass.edu/sped/advisories/07_1ta.html) related to ASD ▪ <http://www.doe.mass.edu/bullying/considerations-bully.html> related to bullying

### ○ **Vocational**

- Individualized for our students. Student interests & strengths should be considered. Therapists can work in tandem with classroom staff for identifying relevant information.
- Students with disabilities ages 13+ should have this information included as part of their re-evaluation.

### ○ **Transition Assessment**

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

### ○ **Summary of Student Performance**

- Student on an IEP that graduate or transition out at 22 - Students whose special education eligibility terminates due to graduation or exceeding the age eligibility requirements are required (through IDEA 2004) to have a student summary that includes:
  - Student's academic achievement
  - Student's functional performance
    - Recommendations on how to assist the student in meeting her/his desired postsecondary outcomes (e.g. daily living needs, community experiences, employment, postsecondary course of study, etc.)
- Student specific – districts may allow a “waiver” of a final re-evaluation if a student is nearing 22; Team will complete a Summary of Student Performance or Transition Assessment instead.
- Form is available on Frontline/ESStar

### ○ **Other**

- Should a district request other evaluation, it would be discussed individually with the staff involved.

## **Reporting at Team Meetings**

- IEP - general updates on progress during IEP period.
  - Previous Goals met or not met?
  - Proposal for end of IEP period (Goals/objectives) related to current performance
  - Any change in accommodations or disability impact?
  - Any change in services recommended?
- Evaluations/testing **should be summarized**.
  - Prepare to discuss the key points; growth/gains; regression since previous evaluations

- (okay to practice before with someone if you want!)
- Impacts on learning, etc.
- 10-15 minutes on average if possible.

## **Assistive Technology**

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

The term includes:

1. The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment;
2. In collaboration with the public school district and as determined by each individual IEP, purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
5. Training or technical assistance for a student with a disability or, if appropriate, that student's family; and
6. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.

In developing each student's IEP, the IEP Team must consider whether the student needs assistive technology devices and services. Each public agency must ensure that assistive technology devices and services are made available to a student with a disability if required as a part of the student's special education, related services, and/or supplementary aids and services.

If the team recommends an assistive technology evaluation, a multidisciplinary team of professionals knowledgeable about assistive technology devices should conduct the assessment with the student and family being included in the evaluation process. In instances when assistive technology devices and/or services are determined as required, the Team must further determine and document which settings (classroom, home or other) in which the student needs access to those devices and services in order to assure provision of FAPE.

The IEP Team must also consider the communication needs of the student. Augmentative

and alternative communication (AAC) is a form of assistive technology that can help students with disabilities that impede their ability to communicate to meet their education goals and participate fully alongside their nondisabled peers in all aspects of their education. AAC should be considered for those students who cannot communicate effectively through oral speech, including students with autism, cerebral palsy, intellectual disabilities, congenital disabilities, selective mutism, muscle disease, sensory impairments, and traumatic brain injury

### **State Requirements:**

603 CMR 28.04(2); Technical Assistance Advisory SPED 2018-3 Addressing the Communication Needs of Students with Disabilities through Augmentative and Alternative Communication (AAC)

### **Federal Requirements (IDEA-97)**

34 CFR 300.5; 300.6; 300.105; 300.324(a)(2)(v)

Sample Augmentative Equipment List available within the programs

- Communication
  - Big Mac switches
  - Choice Boards
  - Topic Boards
  - Switches for toy access (turn on/off)
  - Go Talk 4; Go Talk 9; Go Talk 29
  - Dynavox AAC systems
  - Tobii Eye gaze system
  - iPad (e.g. Proloquo2go; Choice works)
  - PECS programs/icons visuals (Picture Exchange Communication System)
  - Object, icons, pictures/photos
- Physical
  - Up-N-Go Walkers
  - Prone standers
  - Walker
  - Gait belt
  - Tumbleforms
  - Rifton Chairs
- Visual
  - Light box(es)
  - iPad-visual apps
  - Visual/Tactile markers
  - Color boards
- Technology
  - Desktop Computers
  - iPads (per student/per classroom)
  - Epsom projectors, Smart Board
  - Laptops
  - Promethean Boards

➤ Other

- Books on tape
- Books online/computer
- Educational apps (numerous)
- Choice work (schedule board apps)
- Pencil grips
- Adapted utensils for eating & drinking cups
- Toggle Switch
- Single Switch
- Slant Boards
- Seat pads

## **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.

## **MCAS Participation Guidelines**

All students participate as required by law in the state testing through standardized MCAS or through the MCAS-Alternative Assessment. Any necessary accommodations would be outlined through a student's IEP. Participation in the state testing should be discussed at least annually during a student's IEP review. Discussion will include information related to testing with and without accommodations and MCAS Alternative Assessment.

- Teachers should plan to review any testing for their students from the previous school year in preparation for this year's testing.
  - Teacher Feedback Sheets and/or student MCAS scores will be shared upon their return from DESE for the MCAS Alts.
- Program administration and Teachers are responsible for assuring that all Massachusetts students participate in MCAS and that they are being assessed appropriately.
  - Review the requirements for each student (e.g. Regular or Alternate Assessment, grade level requirements)
- Director will provide a list of students participating in each teacher's file during a teacher preparation meeting prior to the start of the school year.
- Teachers are responsible for planning/organizing a timeline to ensure adequate time for review and submission.
- Director will provide training dates, information, and release time to attend any DESE provided training opportunities related to MCAS/MCAS Alternate Assessment (usually scheduled for October, January and March).



- Director will provide ongoing training opportunities during the school year for support and guidance. (This time is allotted during each teacher's meeting – see meeting schedule.)
- Director will provide 1:1 support for any teacher requesting training/support in preparation for MCAS/MCAS Alt.
- Teachers conducting MCAS or MCAS Alt for the first time should see support from their mentor and/or program administration.

The following resources are available:

- Resource Guide to Mass Curriculum Frameworks for Students with Disabilities
- (MCAS Alt) Educator's Manual (New each school year)
- Requirements for the Participation of Students with Disabilities in MCAS (New each spring)
- Schedule for MCAS and MEPA Testing
- Notice of DESE Training opportunities

Resources are available <http://www.doe.mass.edu/mcas/alt/>

## **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 Program Directors or Director of Special Education Programs for an orientation and training schedule.

## **Mentor & Induction Program**

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 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>

## **Paraprofessional Evaluations**

Teachers are considered to be the classroom paraprofessional's direct supervisor and responsible for written annual evaluations. Evaluation forms are shared in March and expected to be completed prior to the Friday before April school vacation. Forms have a rubric for scoring, but also sections for written comments. Comments are critical in providing examples and individualized feedback.

Teachers experiencing difficulties in supervision should seek support as soon as possible and not wait until evaluation periods. Julia and Kara should be kept informed of any challenges so that a plan of support may be developed. Sharing successes is always encouraged as well!

- Teachers complete the written evaluation. Sign and date two (2) copies.
- Teachers meet 1:1 with paraprofessionals to review evaluation and provide input.
- Paraprofessionals are asked to sign the evaluation to signify they have received/reviewed it.
  - Signature does not signify agreement or disagreement.
- The last page of the evaluation form is a feedback form paraprofessionals can submit with their own thoughts/feedback, etc.
- Signed evaluation copy is given to the Program Director .  
(Due date will be shared in September).
  - Paraprofessional keeps a copy.
- Paraprofessionals will be given a “reflection” and/or goal sheet
- (Early May) Paraprofessionals meet 1:1 with the Program Director to review evaluation and individual progress.
  - Included in discussion will be: Attendance, Timeliness, Physical/Emotional Abilities, School/Team participation
- Program Director/Special Education Director signs evaluation to indicate that it was received/reviewed.
- Evaluation copies are reviewed by Executive Director
- Evaluation copy is placed in the personnel file.
- Final signed copy is shared with Paraprofessional.

Paraprofessionals having areas of need noted will have an action plan developed for support and/or training.

## **Oral Translation**

Process for documenting when notices are provided orally for parents/guardians whose home language is not English

- Each English Language Learner will have a running record in their file that includes date, mode of communication (i.e. translator, email, phone call, Blackboard, etc.), description of translation (i.e. to report a school closure, restraint, etc.) and person documenting
- The file will also include correspondence such as invoices, contracts, and/or written requests/confirmations for translators

## **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 nurses 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 director 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 Director 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 Program Director and Director of Special Education communicate 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 Director or the Special Education 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)**

***Note: The procedures below apply to both the Cape Cod Collaborative STAR Program and Waypoint Academy. While the respective programs processes and procedures may vary slightly they meet all necessary requirements per 603 CMR 46.00***

### **Methods for engaging parents and students in discussions about restraint prevention and use**

In both programs, there is a mechanism weekly for debriefing as staff to discuss any student specific concerns. These debriefings can include staff and providers from all disciplines if need be. These embedded debriefings allow staff to problem solve with one another and students as a proactive, preventive measure.

Cape Cod Collaborative's Programs follow a hierarchy of interventions. For students demonstrating a pattern of disruptive or aggressive behavior, Individual Behavior Support Plans may be developed by the Team. Parents/Guardians are a critical component of this Team and will provide input, review plans, and have any questions or concerns addressed. These procedures are monitored and designed to create a clearer understanding about why specific measures are required and how alternative strategies may be implemented and/or how teaching new skills will be addressed.

Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding management of behavior.

After any behavioral incident or behavior report including bus reports, 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. Program staff should be in daily contact with transportation staff and help to determine what follow-up may be needed for teaching and/or consequences.

### **A description and explanation of the method of physical restraint used by the program in an emergency situation**

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, Program Director 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 Program Director/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 requires restraint is also completed.

## **A statement prohibiting seclusion, medication restraint, mechanical restraint and prone restraint unless permitted under 603 CMR 46.03(1)(b)**

Mechanical restraint, medication restraint, and seclusion shall not occur at either Cape Cod Collaborative program pursuant to 603 CMR 46.03(1)(b)

Prone restraint shall be prohibited in the Cape Cod Collaborative programs except on an individual basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others
3. There are no medical contraindications as documented by a licensed physician
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the program director
6. The program has documented the previous 5 steps in advance of the use of prone restraint and maintains the documentation
7. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances
8. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05

### **Physical restraint as a last resort**

**Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate**

Cape Cod Collaborative Program faculty understand the necessity to provide and maintain a safe environment for all. Program staff are trained using the QBS Safety Care model, as well as implementing a foundation of learning through the science of Applied Behavior Analysis and understanding Social-Emotional Learning premises (SEL). Programs apply a structure through Positive Behavior Intervention and Supports (PBIS) within the school environment. Even with these supports and structure in place escalation of behavior can occur. Physical restraint is used only when other methods of intervention have failed and the student continues to present as a danger to himself or others. Staff are trained in physical management techniques to ensure that no one is hurt, and that the dangerous and

out of control behavior is controlled quickly and safely.

CCC Programs use a hierarchy both within and out of the classroom. For some students, removal to the student-support-center (SSC in STAR), time-out area or therapeutic space (in Waypoint) 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 a designated area if aggressive or attempting to bolt, may be escorted (shadow/guidance) or transported (more hands-on). In the designated space, supports are aligned to address the level of safe/unsafe behavior to self or to others. Other classrooms may have a time-out or break space within their classrooms. Behavior plans and level of support are individualized and part of the Team discussion.

### **Interfering/Disruptive Student (Incident Prevention)**

● May look like questioning, beginning non-compliance, agitation, non-verbal signs  
Staff Response (Supportive)

- Observe
- Proximity (may be moving in or moving out depending on student)
- Initiate casual conversation; Utilize active listening
- Invite to go on errand with staff
- Offer assistance; give supports
- Positive encouragement / Praise
- Remind/Restate Reinforcement (e.g. contract, motivator, preference)
- Encourage using coping strategies
- Use visuals
- Access accommodations and/or modifications
- Redirect to task/expectation
- Choices offered or re-stated
- Support continued if student does not escalate
- Use a calm, neutral tone of voice
- Encourage/prompt student to request a Break (verbally or with a visual)
- Break criteria may differ across classrooms
  - Break Options: Sensory Diet, Take a walk, Book, Music, Drawing, etc.
- Break Locations: (Some examples may be :)
  - Chill break - Take space in classroom – at designated break area or at desk
  - Take space with staff – i.e. errand; walk (inside or outside); drink of water; etc.
  - Other options based on IBSP or motivators
  - Take space in student support center

### **Refusal/Escalation (Incident Minimization; Physical Safety)**

● May look like: Challenging, questioning, threats, power struggles....  
Staff Response (Directive)

- Directed Break (in class or other area)
- Warning Given – Redirect to task/expectation
- Choices offered – Expectation/Consequence and Break/or other positive strategy
- Limits set
- Planned ignoring

- Review/remind of reinforcement/motivator

If refusals/threats continue and it appears that the situation may escalate:

- Staff Response (Directive)
  - Call for assistance (proactive)
  - Remove audience
  - Other students are removed to a different area to continue instruction
  - Staff (or 2 staff) stay to deal with escalating student
  - When students are able to calm and interact appropriately, and are able to comply with requests (e.g. “settling work,” modified original request, etc.) , they are able to have group re-enter.
  - Direct to Student Support Center (or other designated area)

Student goes independently to SSC

- Student can choose where to take space
- When student is able to calm and interact appropriately, and able to comply with request (e.g. “settling work,” modified original request, etc.), processing begins Student refuses to go
  - Choice is given to walk independently or be escorted
  - Complies w/support...see above
  - Does not comply: limits/consequences re-stated, increase wait time, call for assistance as needed.
  - 1-2 person transport is considered a restraint.
    - Restraints are when all other strategies have been tried and have been unsuccessful and the situation remains unsafe/dangerous for the student or others.

### **Aggression/Bolt/Unsafe behavior (Physical Management)**

- Staff Response
  - Block & move when possible, into supportive stance/ready stance
  - Direct to Time-out Area if available
  - Student continues w/unsafe behavior and all other strategies have been unsuccessful consider restraint to maintain safety to all (e.g. Safety Care: Physical Safety Techniques, 1-Person Stability Hold; 2-Person Stability Hold; Floor Drop Transition; Floor Seated Stability Hold; Forward Transport; Reverse Transport; 3-person supine stability hold).
  - Student begins to calm (when in hold – release), escort or shadow move to TO area

### **Periodic review of data**

#### **A description of the program’s procedure for conducting periodic review of data and documentation on the program’s use of restraint**

- Any staff directed break or timeout must be logged on our web-based log.
  - Drops downs with documentation notes are set up. Each section must be completed.
  - Submission should be on the day event occurred



- Staff may do further anecdotal notes to self/student file as needed
- Lead Person is responsible to review with support staff all interactions with students as part of normal supervision
  - Serious/heightened events should include debriefing with PD
- Documentation should also include call/contact to parent, administrator, etc.
- Any restraint/hold must be logged on our web-based log.
  - Transport to TO (e.g. student is not willingly walking) will be considered a restraint and must be logged as such.
  - Drop downs with documentation notes are set up. Each section must be completed.
  - Submission should be on the day event occurred
  - Staff may do further anecdotal notes to self/student file as needed
  - Lead Staff is responsible to review with support staff all interactions with students as part of normal supervision
    - Serious/heightened events should include debriefing with Program Director, Social Worker, and Director of Special Education if necessary
  - **A parent/guardian must be notified each time a restraint / hold occurs.**
  - Restraint/hold safety procedures are covered during QBS Safety Care training
  - Seek assistance from Program Trainers for any questions and/or for review of procedures
  - Restraint/hold should be released as soon as possible.
  - Team members may need to switch and/or re-institute an intervention if warranted
  - **All Restraints are logged and reported annually to DESE**
  - **All Restraints must be reviewed by the Program Director and/or designee each week**
- Any staff or student injuries must be documented
  - The nurse should see anyone with an injury or if a student has engaged in self-injurious behavior is presenting differently (from the student's norm).
  - For students - communication to family and/or the district is required and information should be included in TO or restraint log.
  - For staff - communication with insurance company may be necessary
    - Insurance forms should be submitted within 24 hours. (If a Friday - by the following Monday).
    - A narrative form can be submitted if not needing the insurance form, but all injuries should be documented
    - Staff injury information should be noted in TO or restraint log
  - Program Director/Special Education Director should be notified as soon as possible for any serious injury to staff or student.
  - Any injury as a result of the restraint to staff or students must be reported to DESE within 3 days.
  - Report will be filed by Director or Director of Special Education Programs or designee
  - Program Director/ Director of Special Education reviews restraint data



monthly at each program to determine trends and/or areas in need of further staff training or refreshing.

## **Training Requirements**

**A description of the program's training requirements for all staff:** At the beginning of each school year, all program staff at both Waypoint and STAR are trained on the components of 603 CMR 43.00 and all staff participate in annual QBS Safety Care training. Additionally, staff participate in regularly scheduled restraint reviews as well as de-escalation refreshers as part of staff meetings and regularly scheduled training days. Each time a new staff member is hired by the Cape Cod Collaborative they participate in this training and other mandated annual training within the first month of employment.

### **A description of the intensive training for staff who serve as restraint resources for the program:**

Each program has staff trained as QBS, Safety-Care instructors who serve as restraint resources for the program. These staff participate in 18-24 hours of teaching/training per year in the QBS, Safety-Care principles. Additionally, these staff are recertified as instructors each school year so that they remain equipped to offer support to staff in how to effectively de-escalate and safely implement physical management techniques. Training components include:

- (a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- (b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- (e) Demonstration by participants of proficiency in administering physical restraint; and,
- (f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

## **Reporting Procedures**

### **Reporting requirements and follow-up procedures for reports to parents/guardians and to the Department:**

The program staff member who administered the restraint shall verbally inform the program director and counselor/social worker of the restraint as soon as possible, and by written report through our internal software system by the end of the day when at all possible or no later than next working day. Each time one of these reports is submitted an electronic alert is sent to the program administration. The written report shall be provided

to the program director for review of the use of the restraint. If the program director has administered the restraint, the program director shall prepare the report and submit it to the program director for review. The program director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

The program director or his/her designee will notify the parents via phone if at all possible during that school day. If it is not possible to reach the parent by phone, an email will be sent prior to the end of the school day informing the parent that physical intervention was required. Following review by the program director, the written report will be sent to the parent within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If necessary, this report will be translated to a language other than English. The program director shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

The program director / designee conducts a weekly review of restraints in both programs and identifies students who had to be restrained multiple times during the week. If such students are identified, the program director / designee shall convene one or more review teams as the program director / designee deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written reports submitted in accordance with 603

CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved; (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the program director directly participated in the restraint, a duly qualified individual designated by the director shall lead the review team's discussion. The program director shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

The Program Director/Director of Special Education shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The program director shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

**All restraint-related injuries are reported to the Department within 3 working days.** Additionally, the program shall also send the Department a copy of the record of physical restraints maintained by the program director pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.

The Cape Cod Collaborative restraints are entered into DESE's restraint portal on a regular basis and are submitted annually by the end of the school year.

## **Investigating Complaints**

### **A procedure for receiving and investigating complaints regarding restraint practices:**

If a parent/guardian communicates to any program staff either verbally or in writing that they are concerned with how the restraint occurred they are to notify program administration immediately. The parent is offered an opportunity to speak to the program director and any other relevant staff about the specifics of the incident to answer any questions the parent may have within 5 days of receiving the complaint or concern. This can happen via phone or in person. If following the meeting, there continues to be concern the parent will be put in contact with the Director of Special Education to be given an opportunity to express their concerns. The Director of Special Education will notify the child's district as well as the Executive Director. If there is any allegation of neglect or abuse the Department of Children and Families will be notified and any other necessary

documentation (Form 2) will be provided.

**The director or his/her designee shall maintain an on-going record of all instances of physical restraint, which shall be made available for review by the Department upon request**

The Cape Cod Collaborative has an internal electronic documentation system that is used to log all restraints. This information remains in this database year after year. Additionally, the written report provided to families/districts is saved as well as filed in the student's special education file.

## **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. Both STAR and Waypoint Academy employ administrators and teachers with a Sheltered English Immersion (SEI) endorsement issued through DESE. Any required annual testing (e.g. WIDA requirements) must be followed.

## **Professional Responsibilities**

### **Educator Evaluation**

Educator evaluation for the CCC is focused on demonstrating growth and accountability for our individual and collective teaching practices with our students. {Evaluation timelines will be shared for the school year at the first staff meeting at the start of the year.}

As required by Massachusetts ESE, educators will continue to outline a student learning goal and a professional learning goal. These may be individual or Team goals. As a small school community, our professional responsibility is to provide benefit to our students and the community as a whole.

Massachusetts educators receive two independent but linked ratings that focus on the critical intersection of practice and impact, while creating a more complete picture of educator performance. These ratings are submitted to DESE (as required) annually.

## **Summative Performance Rating**

The Summative Performance Rating assesses an educator's practice against four Standards of Effective Teaching (or Administrator Leadership Practice) rubrics, as well as an educator's progress toward attainment of his/her professional practice and student learning goals. Educators earn ratings for each Standard and an overall rating: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. (DESE rubrics available at <http://www.doe.mass.edu/eval/resources/rubrics/>)

For CCC Program staff, a primary evaluator will be assigned (Program Director or Director of Special Education Programs).

## **Evidence**

Ratings are derived from three categories of evidence: • Products of practice (observations & artifacts) • Multiple measures of student learning • Student and staff feedback • participation in staff meetings/school culture, etc. • attendance and professionalism

## **Professional Development Plans**

### **DESE Educator PD resources:**

<http://www.doe.mass.edu/pd/default.html>

### **1. IPDP – Individual Professional Development Plan**

- Required for Teachers with Professional Licensure; requested for other teaching staff by CCC
- Connected to your DESE certification

### **2. Educator Plan**

- Required
- Connected to the Educator Evaluation System
- The growth or improvement actions identified as part of each educator's evaluation
  - Student Learning Goal (SLG) & Professional Learning Goal (PLG) (Individual or Team goal)

## **DESE Licensure**

It is the responsibility of each Teacher to maintain their DESE certification appropriate to the student population, content you are teaching and grade level of students you are teaching.

Teachers teaching outside of their license will need to meet with administration (will include the Executive Director) to discuss any necessary next steps. Next steps may include: Request to apply for additional license, an additional MTEL, application for a waiver, additional coursework, etc.

Information is available at:

<http://www.doe.mass.edu/licensure/academic-prek12/teacher/>

- Waivers are granted for only one school year.
  - (Requirements often change so it is necessary to check at DESE annually.)
- Provisional certification is for up to five years teaching under that license
- Initial certification is for 3-5 years teaching under that license
- Professional certification must be renewed every 5 years and includes professional development requirements (including approval of an IPDP).

Endorsements available through DESE: Sheltered English Immersion (SEI); Transition Specialist Endorsement, and Autism Endorsement (must be renewed every 5 years).

Full information and requirements:

<http://www.doe.mass.edu/licensure/forms-guidelines.html>

## **Types of Licensure**

The following license types and general requirements are for Teacher licenses only. [Administrator](#), [Teacher Specialist](#), and [Professional Support Personnel](#) licenses have their own specific types and general requirements.

- [Temporary License](#)
- [Provisional License](#)
- [Initial License](#)
- [Professional License](#)

## **Professional licensure**

- IPDP is focused on training (coursework, PDP, etc.) to address content & pedagogy in your area of certification

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP)\* in order to better support student achievement. Individual professional development plans must include at least 150 PDPs that break down as follows:



1. At least 15 PDPs in content (subject matter knowledge)
2. At least 15 PDPs in pedagogy (professional skills and knowledge)
3. At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
4. At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
5. The remaining required 90 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

Each Additional Area: A minimum of 30 PDPs. Out of the 30, 15 PDPs in content are required.

Information on SEI/ESL and Special Education course offerings can be found at: [New DESE Resource: Free Online Courses on Inclusive Practice](#) and [Guidebook for Inclusive Practice](#)

\*As indicated in 603 CMR 44.04(1)(c), the same plan can be utilized to satisfy license renewal and educator evaluation.

[Sheltered English Immersion \(SEI\)](#) and its impact on Renewal:

The SEI Endorsement requirement is at the center of the Department's RETELL initiative to transform the teaching and learning of ELLs across the Commonwealth.

- All incumbent core academic teachers of ELLs, must earn a Sheltered English Immersion (SEI) Teacher Endorsement, and
- All incumbent principals/assistant principals and supervisors/directors who evaluate core academic teachers of ELLs must earn an SEI Administrator Endorsement.

### **Initial licensure –**

- CCC IPDP focused on gaining skills, knowledge, & experience to meet certification criteria and move to Professional licensure
- Must be in employment under Initial certification for at least 3 years (no more than 5) before able to apply for professional
- If Bachelor's level, should be working towards Masters
- New IPDP should be written within 30 days of initial certification ▪ Must be approved and on file; monitored with your supervisor through certification period
- SEI Endorsement will be required for movement to professional status
- All MTELS must be completed

### **Provisional licensure**

- CCC IPDP focused on gaining skills, knowledge & experience to move to Initial (or Professional)
- Must be in employment under certification for at least 3 years (but no more than 5)



- New IPDP should be written within 30 days of provisional certification ▪  
Must be approved and on file; monitored through certification period
- All MTEs must be completed

### **Temporary Licensure**

- Valid for 1 year
- Usually related to certification from another state

### **Waiver**

- Employees on a waiver must meet the requirements as outlined by DESE to obtain a provisional or initial licensure. Waivers are granted only for 1 school year and then an applicant would need to re-apply. This is under the direction of the Director of Special Education Programs and the Executive Director

## **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 a 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 Director. If still not resolved, the parent/guardian may contact the 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 or 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 the 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 Director. If still unresolved, they may contact the CCC 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 to search for 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.

## **Alcohol, Tobacco, and Drug Use by Students**

### **Possession / Use of Weapons or Controlled Substances**

Possession of any controlled substance, illegal drugs, alcohol, prescription medication, etc. will result in immediate suspension, possible 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 may be reported to local police and a criminal charge filed.

### **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 e-cigarettes 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) emanating will be reported to the Program Director for suspicion of smoking or vaping. Upon the discretion of the Program Director, 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/e-cigarettes 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
- CONFISCATED ITEMS WILL NOT BE RETURNED TO STUDENT OR FAMILY.

## **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 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.

In the case of an emancipated student: Student must be 18 years old, present his/her dismissal note to the Program Director who will determine authorization. The Program Director or designee has the right to notify the parent/guardian regarding dismissals. The Program Director 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. 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 Discipline**

## **School-Wide Education Service Plan**

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.

The collaborative will ensure that educational services are still available to the students who are suspended or expelled for more than 10 days by taking the following steps:

- The program director will communicate with all of the students' teachers/related service providers for work that can be provided to students while they are out of school.
- In instances when a student is suspended for 10 days or more or is expelled the Collaborative will provide tutoring and/or other educational services by enrolling a student in online classes, hiring a tutor, or in some instances a combination of both.
- To ensure that educational services are provided in a manner consistent with academic standards for all students the collaborative will make best efforts to ensure that the tutor is a certified teacher and/or has experience in teaching the specific grade level content. If for any reason, a tutor is not available who has the necessary certification, an alternate tutor will be provided to the student with the expectation that there is consultation time and open communication with the teachers that the student would have if in school.
- The program director will indicate the responsibility to continue to provide access to educational services in the written notice that is provided to parents. Additionally, the specifics of how such services will be carried out for the individual student will be coordinated with the parent.
- The Collaborative will provide any written/oral notices to the student and their parents in English as well as in the primary language of the home should it be something other than English.

### **Notice of Suspension and Hearing under M.G.L.c. 71, Section 37 H 3/4**

#### **(1)**

Except as provided in 603 CMR 53.07 (emergency removal) and 603 CMR 53.10 (in-school suspension), the program director may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent



oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The program director shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

(a) the disciplinary offense;

(b) the basis for the charge;

(c) the potential consequences, including the potential length of the student's suspension;

(d) the opportunity for the student to have a hearing with the program director concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the program director:

1. the rights set forth in 603 CMR 53.08 (3)(b); and

2. the right to appeal the Program Director's decision to the Executive Director.

(3) The program director shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the program director must be able to document reasonable efforts to include the parent. The program director is presumed to have made reasonable efforts if the program director has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

(4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the program director and parent.

The collaborative will provide both the parent and the student with oral and written notice in both English and the primary language of the home if it is a language other than English.

A program director is not prohibited from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the program director's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the program director shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);

(b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);



(c) Provide the student an opportunity for a hearing with the program director that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the program director, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

The program director will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. This decision will be made in collaboration with the student's parent/guardian, District, and local crisis/law enforcement if determined necessary.

### **Program Director Hearing for short-term suspension under M.G.L.c. 71, section 37 H <sup>3</sup>/<sub>4</sub>**

The program director may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The program director may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10 (in-school suspension), provided that the program director follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

The program director shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the program director determines that the student committed the disciplinary offense, the program director shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the program director shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The program director shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the program director is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The program director shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the program director for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The program director shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of

delivery agreed to by the program director and the parent.

In all of the hearings mentioned above, the student and the parent will have an opportunity to present mitigating facts and other relevant information to be considered in the program director's decisions and any other potential remedies for addressing the problematic behavior.

Prior to any student in grades PreK-3 being suspended out of school, the program director will notify the Executive Director by providing a copy of the written determination and explaining the reasons for imposing an out-of-school suspension.

### **Program Director Hearing for long-term suspensions under M.G.L.c. 71, section 37H3/4**

The program director shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the program director shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

### **Program Director Hearing - Short-term Suspension**

- (a) The purpose of the hearing with the program director is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the program director shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the program coordinator/director should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The program director shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the program director should consider in determining consequences for the student.
- (b) Based on the available information, including mitigating circumstances, the program director shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The program director shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a preschool program or in grades K through 3, the program director shall send a copy of the written determination to the executive director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

## **Program Director Hearing - Long-term Suspension**

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the program director may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
4. the right to cross-examine witnesses presented by the school district; and 5. the right to request that the hearing be recorded by the program director, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the program director shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The program director shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the program coordinator/director should consider in determining consequences for the student.

(d) Based on the evidence, the program director shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The program coordinator/director shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the program coordinator/director and the parent. If the program coordinator/director decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the program director;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the program director's decision to the executive director, but only if the program director has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

1. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the executive director within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the program director an extension of time for filing the written notice for up to seven additional calendar days; and that
2. The long-term suspension will remain in effect unless and until the executive director decides to reverse the principal's determination on appeal.

(e) If the student is in a public preschool program or in grades K through 3, the program director shall send a copy of the written determination to the executive director and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

### **Executive Director's Hearing under M.G.L.c. 71, section 37h3/4**

- (1) A student who is placed on long-term suspension following a hearing with the program coordinator/director shall have the right to appeal the program director's decision to the executive director.
- (2) The student or parent shall file a notice of appeal with the executive director within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the executive director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (3) The executive director shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the executive director shall grant the extension.
- (4) The executive director shall make a good faith effort to include the parent in the hearing. The executive director shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and executive director to participate. The executive director shall send written notice to the parent of the date, time, and location of the hearing.
- (5) The executive director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The executive director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The executive director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- (6) The student shall have all the rights afforded the student at the program director's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- (7) The executive director shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the executive director determines that the student committed the disciplinary offense, the executive director may impose the same or a lesser consequence than the program director, but shall not impose a suspension greater than that imposed by the program coordinator's decision.
- (8) The decision of the executive director shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

## **Emergency Removal under M.G.L.c. 71, section 37H3/4**

(1) Nothing in 603 CMR 53.00 shall prevent a program director from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the program coordinator/director's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the program coordinator/director shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);

(b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2); (c) Provide the student an opportunity for a hearing with the program director that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the program coordinator/director, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

(2) A program director may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

## **In-house suspension under M.G.L.c. 71, section 37H3/4**

(1) The program director may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The program director may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the program coordinator/director follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The program director shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the program coordinator/director determines that the student committed the disciplinary offense, the program coordinator/director shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the program director shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The program coordinator/director shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the program coordinator/director is unable to reach the parent after making and documenting



at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

(5) The program director shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the program coordinator/director for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The program director shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the program coordinator/director and the parent.

## **Collection and procedures for discipline data review**

A description of the system for collection and the procedures followed by program director to periodically review discipline data by selected populations (1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) The program director of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the program coordinator shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The program director shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

The Cape Cod Collaborative uses its own internal software program to log all disciplinary offenses. This data system allows us to filter by student demographics for ease of showing patterns for selected populations.

## **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 the 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 vehicle's 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 Director 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.**

## **Summary of Performance**

- The Summary of Performance is an IDEA 2004 requirement for students whose special education eligibility terminates due to graduation or exceeding the age eligibility requirements (turning 22).
  - Program Director/Assistant Director or designee will monitor graduation dates/birthdays of students and notify the special education teacher liaison when a Summary of Performance needs to be completed
  - The special education liaison is responsible for communicating with other staff (i.e. teachers, counselors, therapists) to gather information addressing student's academic achievement, functional performance, and recommendations for how

- to assist student in meeting their post-secondary goals
- This information is then entered into the Summary of Performance form on Frontline
- Should a student's IEP Team meet prior to the student graduating or turning 22 the Summary of Performance would be presented at that time
- If a student's IEP Team does not meet prior to the student graduating or turning 22 the Summary of Performance is mailed to the family/student and district and put in the student's special education file

## **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 the therapist and/or Director for difficult situations.
- Evaluate staff. Document any area of need and develop a corrective action plan (with the Director of Special Education Programs).

## **Suspension Policy**

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 Coordination in consultation with the Director of Special Education Programs. A written incident report will be provided to the Program Director by those who directly observed and/or were involved in the incident within 24 hours. The Program Director or designee will request a meeting with the family/guardians and School district liaison to discuss the incident and recommend a plan of action. As a Collaborative program, every incident is reviewed individually to ensure proper follow-through.

**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.

- 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.
- 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).

## **Exceeding Ten School Days**

**In the event that a suspension exceeds 10 consecutive school days or a series of suspensions that constitute a pattern exceed 10 cumulative school days, the following steps must be taken to address all requirements for due process, appeal, and reporting requirements:**

- The Program Director must provide oral and written notice to the student of said charges and an opportunity for a hearing
- The Program Director must also make reasonable efforts to notify the parent orally and in writing of the opportunity to participate in a hearing.
- The Program Director must provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication as appropriate.

**The notice must address the following components:**

- (a) the disciplinary offense
  - (b) the basis for the charge;
  - (c) the potential consequences, including the potential length of the student's suspension;
  - (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - (e) the date, time, and location of the hearing;
  - (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
  - (g) if the student may be placed on long-term suspension following the hearing with the Program Director the student receives all protections as set forth in 603 CMR 53.08 (3)(b) as well as the right to appeal the Program Director's decision to the Program Director/Executive Director.
- (3) The Program Director shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The Program Director is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
- (4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school

communications, or any other method of delivery agreed to by the Program Director and parent.

- 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.
- The Team first needs to determine if the behavior was a result of the Collaborative's failure to implement the IEP. If the behavior was a direct result of the Collaborative's failure to implement the IEP, a plan will be developed with the family and the district to outline any compensatory services that may be necessary.
- 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. 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 a functional behavioral assessment if necessary, modify the behavior intervention plan, and/or the placement.

**The following steps will be taken if the Collaborative feels as though maintaining the student's current placement is substantially likely to result in injury to the student or others:**

- The collaborative would continue to communicate with the district and family and would hold a Team meeting to discuss concerns regarding placement.
- The collaborative would work with the district and the family to determine how services may be able to be provided in an alternate manner.
- If the Team is unable to reach an agreement for the provision of services the Collaborative would work with the LEA should they decide to file for a hearing while continuing to provide services in some alternate, agreed upon manner pending a resolution.

## **Acceptable Use of Technology / Personal Devices Policy**

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 Director. 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. The electronics will be returned at the end or returned to the parent / guardian.

Many students use electronics to / from school on transportation. The electronics will be placed in a safe location within the classroom / school during the day and returned at the end of the school day for the transport home.

If a student refuses to abide by the Program/s electronics policy and is actively using a phone or other device, it may be confiscated and held at the school until it can be returned

to a parent / guardian. The parent / guardian will also be contacted. In the event that a student is suspected of using any device to record audio or video, to 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. The parent / guardian may have the option to examine the content with school personnel, provided that no confidential images or information have been distributed inside 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.

Any student needing to contact a parent or guardian during the school day should speak to the counselor, social worker, or Program Director.

**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 to 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 the decision of the Program Directors/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 provide 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**

The Collaborative will maintain communication with school districts regarding the language support needs of the students and families that are referred to and/or needing translation and/or interpreter assistance. The Collaborative will maintain communication with the families of students referred/enrolled in Collaborative to assess and support students/families that may be in need of translation of documents or in need of interpreter services.

The Collaborative shall continue to coordinate with the LEA District of students referred or enrolled in Collaborative programming to ensure that communication with the families of referred and/or enrolled students occurs in the preferred language. The Collaborative shall assess the needs of the families of students who are referred/enrolled in concert with the LEA district at the time of referral and upon any custody or placement change of the enrolled student.

The Collaborative shall maintain contracts with translation/interpretation services through the LEA District of enrolled / referred students to ensure consistency and continuity of service provision for the students/families. The Collaborative shall independently secure interpreter/translation services for identified families when the LEA District has been unable to meet this obligation.

## **Translation Services**



To staff, students, and parents:

If your primary language is not English and you would like any school document translated, a meeting interpreted, or school counseling services available in the student's primary language, please contact Program Director/Director of Special Education Programs at 508-420-6950.

Spanish:

A personal, padres/tutores, y estudiantes:

Si su lengua primaria no es el inglés y le gustaría cualquier documento escolar traducido, una reunión interpretada, o servicios de orientación de escuela disponibles en la lengua primaria del estudiante, por favor póngase en contacto director del programa/director de programas de educación especial al 508-420-6950.

Portuguese:

Aos Professores, alunos, e pais:

Se sua língua principal não é o inglês e você gostaria que todos os documentos da escola fossem traduzidos, uma reunião interpretada, ou serviços de aconselhamento na escola disponíveis na língua principal do aluno, por favor, entre em contato diretor do programa/diretor de programas de educação especial em 508-420-6950.

## **Transition Planning (\*Criterion 8.11)**

It is the goal of CCC to provide instruction and support for students to learn the necessary skills to support their transition as they grow and mature and plan for post secondary experiences.

Transition to adult services is an ongoing process. Beginning at the age of 14, IEP TEAMS will work to develop a Transition Plan to focus a student's education program to develop skills in all areas needed for growth and independence. (CCC Programs will begin during the IEP when a student is 13 – i.e. turning 14 during that IEP period.) Activities of Daily Living (ADL's), Pre-Vocational/Vocational Skills, social skills, functional academics, and recreation/leisure skills may need direct instruction for students in our setting to support improvement of their quality of life. Students will have the opportunity to be taught and practice skills on this site in preparation for the next environment.

Age of Majority is discussed at minimum one-year prior to turning 18 years of age. Families need to be aware of the requirements for guardianship changes at 18.

CCC staff work with families and students to support this transition. CCC staff may also provide resources and collaboration with other agencies that may be involved with students (e.g. Department of Developmental Services, Department of Mental Health, etc.)

Each student must have a written Transition Plan that is developed by families and school staff (DESE TPF – Transition Planning Form) that corresponds with the vision and goals of the student and family as outlined in the IEP. Key areas are identified as: Instruction, Employment, Community Experience/Post Secondary Adult Living. Staff should



collaborate with agency representatives (e.g. DDS, JRI, DMH) to support families in understanding the process and taking the necessary next steps towards transition to adult services.

Teachers are allowed release time to accompany families to visit adult services within our geographical area. If a family makes a determination of the appropriate adult service placement, CCC staff, together with the family and adult service personnel, will develop transition support into the setting. For example, CCC staff may accompany the student 1 or 2 times at the new setting such as an adult day program to help the student acclimate and to share information with the new staff in understanding the student/client.

Family values and visions should guide the transition planning for students.

Students transitioning out at the age of 22 are required through IDEA 2004 to have a “Summary of Performance” for academic achievement and functional performance. (See note under Evaluations and/or Summary of Performance)

Most recent information on Transition for students 14+ from DESE

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