



**PARENT & STUDENT HANDBOOK  
CCC Public Day Schools**

**Waypoint Academy**  
1175 Route 28  
South Yarmouth, MA

**STAR Program**  
418 Bumps River Road  
Osterville, MA

**2024-2025**

*(Board approved June 12, 2024)*

**Important Information:** If you need this, or any other document, translated into a different language, please notify the Program Director

Si vous avez besoin d'une traduction de ce document, ou d'un autre document, veuillez le signaler au directeur du lycée.  
(French)

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(Spanish)

Se necessita isto, ou qualquer outro documento, tradiziu numa linguagem diferente, por favor notifica o director de escola.  
(Portuguese)

Si w bezwen tradui sa a oswa nenpòt lòt dokiman nan yon lòt lang, tanpri notifie Direktè Pwogram nan  
(Haitian Creole)

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# Cape Cod Collaborative

## **Mission:**

*The Mission of the Cape Cod Collaborative is to provide, as an independent collaboration of public school communities, a flexible, evolving range of high quality, cost-effective programs and services.*

## **Vision:**

*To ensure its success, the Collaborative will establish and maintain communication, governance structures, and practices that regularly assess needs, provide collaborative solutions, and monitor effectiveness.*

## **Member Districts:**

Barnstable	Bourne	Brewster
Cape Cod Technical HS	Dennis/Yarmouth	Eastham
Falmouth	Mashpee	Martha's Vineyard Reg HS
Monomoy (Harwich/Chatham)	Nantucket	Nauset
Orleans	Provincetown	Sandwich
Truro	Upper Cape Cod Tech	Wellfleet
Wareham		

Cape Cod Collaborative serves as an extension of the public schools for our member districts as well as parts of Southeastern MA. CCC is governed by a Board of Directors composed of school committee members from each member district. CCC public day schools receive guidance from advisory boards including member district Superintendents and Directors of Special Education.

CCC Executive Director, Paul Hilton

Cape Cod Collaborative (main offices)  
418 Bumps River Road  
Osterville, MA 02655  
508-420-6950

# Public Day Schools Contacts

**Dr. Joan Woodward**  
Director of Special Education  
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## STAR Program

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Social Worker  
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## Waypoint Academy

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**Cape Cod Collaborative  
Osterville Campus  
(Administration-STAR Program-Transportation)  
418 Bumps River Road  
Osterville, MA 02566  
Phone: 508.420.6950  
FAX: 508.420.6959**

**Yarmouth Campus  
(Waypoint Academy)  
1175 Route 28  
South Yarmouth, MA 02664  
Phone: 508.564.5099  
Fax: 508.564.5263**



# **STAR Program**

The STAR Program supports students with a variety of needs, abilities and disabilities ages 5 through 22.

Several classrooms within the STAR Program support students with a history of social-emotional, mental health and behavioral needs. These classrooms are designed to integrate behavioral, social, & academic support for students in grades K-5 who have been unsuccessful in an inclusion setting. Students are generally working at or near grade-level academically but need to develop coping skills and regulation strategies with the goal of returning to a less restrictive setting. Students may present with differing disabilities (e.g. ADHD, Mood Disorders, anxiety, PTSD, ODD, and/or high functioning ASD). The STAR Social Emotional Programming offers instruction in a therapeutic milieu and incorporates principles of Social-Emotional Learning (SEL) and trauma sensitive environments. Referrals are only taken through grade 4, but students may remain through grade 5 and will then need to transition to another program/setting.

The majority of classrooms within the STAR Program support students with intellectual, behavioral, and communication needs. These classrooms address the educational and pre-vocational/vocational needs of students up to age 22 with severe communication, social, cognitive, and behavioral needs through structured teaching and guided by principles of Applied Behavior Analysis. Emphasis is placed upon increasing functional communication and independence skills, as well as social/behavioral regulation. Academics, self-care, and life skills are addressed through hands-on activities and daily routines and experiences. Therapies are integrated daily within the classroom activities. Programs are individualized to meet students' needs and priorities and offer a high teacher to student ratio. Behavioral needs are supported through structured and predictable environments, and individual plans developed as needed to address the function of a behavior and the teaching of replacement skills.

In the Multiple Medical Needs Program, students address the curriculum through entry/access skills, which also addresses daily living skills, sensory integration techniques, oral motor skills, communication skills including augmentative programs and assistive technology, fine/gross motor activities and pre-readiness socialization skills in behavior management. Social Communication may be practiced through oral and augmentative communication. Many students may also require close medical supervision due to seizures, respiratory issues, GI tubes, etc. The program is all inclusive for Speech Therapy, Occupation Therapy, Physical Therapy, Applied Behavior Analysis (ABA), Counseling, Vision Services and Nursing.

Any referrals to the STAR Program must be received from a sending school district.

# **Waypoint Academy**

Waypoint Academy supports students in grades 5-12 with social-emotional and/or behavioral needs. Waypoint classrooms are designed to integrate behavioral, social, and academic support for students in middle school and high school who have been unsuccessful in an inclusion setting and require a higher level of supervision and instruction. Students are generally working at or near grade-level academically but need to develop coping skills and regulation strategies to improve educational success. Students in high school will continue to work toward meeting their home-district graduation requirements to earn a diploma.

Students attending Waypoint Academy may present with differing disabilities (e.g. ADHD, Mood Disorders, anxiety, PTSD, ODD, and/or high functioning ASD). The program offers instruction in a therapeutic milieu and incorporates principles of Social-Emotional Learning (SEL) and trauma sensitive environments. Referrals for grades 5 through grade 12 to Waypoint Academy may only be received from a sending school district.

# **Extended School Year (Summer) Program**

The Cape Cod Collaborative offers an Extended School Year (ESY) or Summer Program for students attending our schools based on their individual education plan. Therapies (OT, PT, Speech) are provided as directed through the IEP.

The Extended School Year program generally runs for six weeks, Monday through Thursday during July and August.

- Waypoint students attend 8:00 - 1:00.
- STAR students attend 9:00 - 2:00.

Specific Extended School Year dates are approved at the May Board of Directors meeting as part of the school calendar. Lunch is provided, but students may also come to school with lunch and a beverage, and a snack if desired.

## **Special Health Considerations During the Summer**

1. Parents may want to send a cap or sunhat and apply sun protection on their child each day.
2. Some medications can cause photosensitivity, a reaction where the skin can be easily sunburned or a rash may develop. A few of these medications include Tegretol, sulfa drugs (Bactrim, Gantrism), tetracycline and valproic acid (Depakene). Anyone taking these medications should take special care in the sun.
3. Consider sending an extra drink for your child or a cup/bottle for water. As temperatures rise in the summer, so does the risk of dehydration.
4. Please inform your child's teacher or the program nurse if your child has difficulty tolerating high temperatures.

## **Student Information Packet - Summer**

Summer students who are not full time Collaborative students are required to have a completed Student Information Packet on file. Current Collaborative students do not need to complete new forms unless there is information that needs to be updated.

# CCC Public Day School Calendars

## Waypoint Academy and STAR Program

**STAR PROGRAM**  
 418 Bumps River Road  
 Osterville, MA 02655  
 508-420-6950 - Fax: 508-420-6959  
 School day: 9:00 am - 3:00 pm  
 Early Dismissal: 11:45 am  
 Summer ESY 9:00 - 2:00  
 Progress Reports:  
 Term 1 – November 24<sup>th</sup>  
 Term 2 – March 13<sup>th</sup>  
 Term 3 – June 14<sup>th</sup>

**CAPE COD COLLABORATIVE PUBLIC DAY SCHOOLS**  
**2024-2025 CALENDAR**

Calendar Approved: CCC BOD 3-14-2024

**WAYPOINT ACADEMY**  
 1175 Route 28  
 South Yarmouth MA 02664  
 508-564-5099 - Fax: 508-564-5263  
 School day: 8:00 am - 2:30 pm  
 Early Dismissal: 11:15 am  
 Summer ESY 8:00 - 1:00  
 Progress Reports/Report Cards:  
 Q1 – November 4<sup>th</sup>  
 Q2 – January 23<sup>rd</sup>  
 Q3 – April 4<sup>th</sup>  
 Q4 – June 16<sup>th</sup>

**JULY**  
 ESY-7/1/2024 – 7/31/2024  
 4<sup>th</sup>-No ESY-Independence Day

JULY						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY (21 Days)						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**JANUARY**  
 1<sup>st</sup>-Holiday Break/No School  
 2<sup>nd</sup>-School Re-opens  
 20<sup>th</sup>-Martin Luther King Day/No School  
 31<sup>st</sup>-In-Service/Half Day for Students

**AUGUST**  
 ESY- 8/1/2024 – 8/8/2024  
 21<sup>st</sup> & 22<sup>nd</sup> - New Staff Orientation  
 26<sup>th</sup> & 27<sup>th</sup>-Staff Days/No Students  
 28<sup>th</sup>- First Day for Students  
 30<sup>th</sup>-School Closed

AUGUST (2 Days)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY (15 Days)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**FEBRUARY**  
 17<sup>th</sup>-21<sup>st</sup>-Winter Break/No School

**SEPTEMBER**  
 2<sup>nd</sup>-Labor Day-No School  
 3<sup>rd</sup>-School Re-opens  
 17<sup>th</sup>-In Service/Half Day for Students

SEPTEMBER (20 Days)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH (20 Days)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**MARCH**  
 28<sup>th</sup>-Staff Training/No School Students

**OCTOBER**  
 14<sup>th</sup>-Columbus Day/No School

OCTOBER (22 Days)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL (17 Days)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**APRIL**  
 21<sup>st</sup>-25<sup>th</sup>-Spring Break/No School

**NOVEMBER**  
 1<sup>st</sup>-In Service/Half Day for Students  
 2<sup>nd</sup> All Cape Professional Development/No School Students  
 11<sup>th</sup>- Veterans Day/No School  
 27<sup>th</sup>-29<sup>th</sup>-Thanksgiving Break/No School

NOVEMBER (16 Days)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY (21 Days)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**MAY**  
 23<sup>rd</sup>-In Service/Half Day for Students  
 26<sup>th</sup>-Memorial Day/No School

**DECEMBER**  
 23<sup>rd</sup> -31<sup>st</sup> Holiday Break/No School

DECEMBER (15 Days)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE (11 Days)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**JUNE**  
 16<sup>th</sup>-Last Day of School/Half Day-Staff & Students (180<sup>th</sup> day)  
 19<sup>th</sup>-Juneteenth/No School  
 24<sup>th</sup>-18<sup>th</sup> Day (Includes 3 Inclement Weather days)

Staff Training-Teachers In-Service/No School Students-August 21 <sup>st</sup> , 22 <sup>nd</sup> (new staff), 26 <sup>th</sup> & 27 <sup>th</sup> , November 5 <sup>th</sup> & March 28 <sup>th</sup>
Early Dismissal & Days for Students-Teachers-In Service-September 11 <sup>th</sup> , November 1 <sup>st</sup> , January 31 <sup>st</sup> , May 23 <sup>rd</sup>
No School/Holiday & Vacation Breaks-August 30 <sup>th</sup> , September 2 <sup>nd</sup> , October 14 <sup>th</sup> , November 11 <sup>th</sup> , 27 <sup>th</sup> , 28 <sup>th</sup> , & 29 <sup>th</sup>
December 23 <sup>rd</sup> , 24 <sup>th</sup> , 25 <sup>th</sup> , 26 <sup>th</sup> & 27 <sup>th</sup> , 30 <sup>th</sup> & 31 <sup>st</sup> , January 1 <sup>st</sup> & 20 <sup>th</sup> , February 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> & 21 <sup>st</sup> , April 21 <sup>st</sup> , 22 <sup>nd</sup> , 23 <sup>rd</sup> , 24 <sup>th</sup> & 25 <sup>th</sup> , May 26 <sup>th</sup> & June 19 <sup>th</sup>

# Non-Discrimination and Harassment

The Cape Cod Collaborative's policy of nondiscrimination will extend to students, staff, the general public and individuals with whom it does business. No person shall be excluded from or discriminated against on account of race, color, ancestry, gender, homelessness, religion, limited English speaking ability, national origin, sexual orientation, gender identity, military or veteran status, age, disability, pregnancy or related medical condition.

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, color, ancestry, gender, homelessness, religion, limited English speaking ability, national origin, sexual orientation, gender identity, military or veteran status, age, disability, pregnancy or related medical condition.

## Sexual Harassment

*Sexual Harassment* shall mean:

- a. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, request or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not limited to, sexual harassment. (M.G.L. c. 151,s.1(18))
- b. Any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges, or placement services or as a basis for the evaluation of academic achievement, or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. (M.G.L. c.151,s 1(e))

As it is not possible to list all circumstances that may constitute harassment, should a student, staff, or family member of a student have any question or concern regarding possible harassment, that individual should bring it to the attention of the Program Director for further discussion.

## **Parent Complaints or Grievances**

Level 1: If a parent/guardian has a complaint or grievance related to their child's school program at CCC, he/she should attempt to address the situation with the Program Director by setting up a meeting or a telephone call.

Level 2: If this method is not successful, the parent/guardian should contact the CCC Director of Special Education Programs.

Level 3: If still not resolved, the parent/guardian may also appeal in writing to the Executive Director, Paul Hilton at 418 Bumps River Road, Osterville, MA 02655.

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

Paul Hilton, Executive Director is the person designated to coordinate compliance under Title IX and Section 504. Contact information is:

Paul Hilton, Executive Director of Cape Cod Collaborative  
418 Bumps River Road  
Osterville, MA 02655  
(Ph) 508-420-6950 Ext.1111  
Email: [p.hilton@capecodcollaborative.org](mailto:p.hilton@capecodcollaborative.org)

# Admissions Procedures

The CCC public day schools provide programming for students from sending school districts who are experiencing difficulties or challenges in their current educational setting(s) or districts may not be able to provide the necessary individualized services. Student challenges may include: learning and/or cognitive deficits; behavior problems; emotional problems; and/or specialized healthcare needs. These difficulties have resulted in a need for specialized educational programming.

- CCC public day schools receive referrals from the public school systems of the member districts, as well as other surrounding districts.
  - Referral packets may contain education records and history, Individual Education Plans, Progress Reports, discipline reports, attendance, testing results, medical information or other pertinent information necessary to guide enrollment decisions.
  - Referrals are received and reviewed by the Program Directors.
- Admission is based upon the combined information derived from the record review, discussion with district personnel and input from the family.
  - Placement may range from 45 days to a complete academic year (180 days).
  - Our objective is to maintain flexibility to enable service of all (appropriate) referrals. CCC public day schools mandate cooperative effort, identifiable goals and exit criteria to be guided by TEAM decisions.
  - CCC strives to support students in their growth and development for success in returning to a less restrictive setting whenever possible and to maintain FAPE for all students.
- Only students with a current, signed Individual Education Plan (IEP) may attend the public day school. Placement (PL1) shall be designated as a separate Public Day School.
- No student shall be excluded from admission on account of race, color, gender, homelessness, religion, national origin, sexual orientation, gender identity or disability. Any concerns may be addressed through the grievance process.
- Families/Students referred to Cape Cod Collaborative Programs will have an opportunity to view the recommended program and facilities with the Program Director, designee and/or school liaison prior to placement. This will allow the families an opportunity to meet the staff and see other enrolled students.
  - Upon request, the Director or designee shall be available to meet with the student and family to explain the school's purpose and services, policies regarding student and parent rights including: student records, the health program, and procedures for termination of a student.
- An intake packet is shared with the family as part of the registration process.
  - The student's Massachusetts School Health record will be reviewed by the program nurse prior to admission. Records should include evidence that the student has had a physical examination by a licensed physician within the previous twelve (12) months unless deemed an emergency placement, in which case the program/school will work with the family and sending district to ensure the child receives a physical examination within thirty (30) days.

- All students must be up to date with immunizations, in accordance with Department of Public Health Regulations.
- The Home Language Survey will assist the Collaborative in identifying the student's specific language needs. *If a language other than English is spoken in the home, the program will coordinate with a student's sending district in implementing the necessary translation of materials.* Upon request, the Collaborative will have school information translated, either orally or in writing, and will provide copies of important school announcements in languages other than English.
- Transportation is arranged by a student's home district.

## After-School Activities

CCC public day schools do not provide after-school activities on site. Families are encouraged to stay connected with their home district for opportunities and events for their child. Intramural activities, sports or clubs are through a student's home district. Occasional notices of community events may also be shared via our alert system

## Anti-Hazing Policy

### Massachusetts General Laws

### Chapter 269

**Section 17** *Hazing; organizing or participating; hazing defined*

**Section 18** *Failure to report hazing*

**Section 19** *Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report*

**Section 17.** *Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.*

*The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.*

*Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.*

**Section 18.** *Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such*



person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

**Section 19.** *Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.*

*Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.*

*Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.*

*Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.*

## **Attendance**

At Cape Cod Collaborative attendance is important. A student must be at school, at a school related activity (e.g., field trips), or receiving academic instruction for at least half of the school day to be considered present. Students who are not physically present at school but who are receiving academic instruction from the district for at least half of the school day are considered present. Examples of academic instruction include tutoring

and online or distance learning. Taking assignments home is not considered receiving academic instruction.

Extended absences (5 or more consecutive days) will be investigated and documented via multiple attempts to reach parents / guardians by phone and/or email. Sending school districts will also be notified of all extended absences.

Consistent attendance is integral to each student's academic, social and behavioral progress. Attendance records are shared at the end of each month with a student's sending district.

For students working towards meeting graduation requirements of their sending district, ten or more days absent per quarter may affect a student's overall grade.

## **Communication**

If your child is absent from school:

- Please telephone **BOTH** the program **AND** the appropriate transportation personnel
- **IF YOUR CHILD IS TRANSPORTED BY CAPE COD COLLABORATIVE, PLEASE CONTACT TRANSPORTATION, AT 508.420.6950 x 1118 or x1119 (voicemail is available when the office is closed).**
- If your child's classroom does not receive information regarding an absence from the family, we will call to confirm all absences.
- If your child is absent, you will receive follow-up telephone calls from the program director or other designee to inquire about the student's current status.

## **Absence notes**

Although daily attendance is desirable for all students, illness does occur which may make it **INADVISABLE** for the student to attend school. Should your child miss school due to illness for 5 or more consecutive days, you will be asked to provide a note from your physician clearing the student to return. A student's sending district will also be notified of an extended absence. Please note for high school students, your child's school district may have specific guidelines for the number of allowed absences to meet their graduation requirements.

Absences will be considered **UNEXCUSED** unless accompanied by communication from the guardian/parent and/or a written note from a doctor. Extenuating circumstances should be discussed with the Program Director.

Please see the section on "illness" for further guidelines.

## **Tardy and Dismissal Procedure**

Dismissals and tardies to school will require written documentation in order to qualify as an exemption. Otherwise, the class absence(s) count toward loss of credit. Written permission for dismissal must come from a parent/guardian and be presented at the

start of the school day.

In case of an emergency, please call the Program Director or your child's counselor/social worker with information.

## **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.

If the status of the student is that of emancipation: 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.

## **Arrivals/Dismissals**

Students are monitored by staff as they get off/on their buses and as they proceed throughout the hallways within the school building.

If a student is being driven to school, please bring the student into the school building to be met by a staff member. The school day begins at 8:00 a.m. at Waypoint Academy and 9:00 a.m. at STAR Program. (Please note that staff attend meetings and do planning before and after school and may not be available to take students in early.)

Dismissal for a full-day of school is:

Waypoint, 2:30 p.m.; STAR Program, 3:00.

Dismissal for a half-day/early release is:

Waypoint, 11:15; STAR 11:45. Students will not have lunch on those days.

Please ensure someone is home to meet your child from the school vehicles on early release days.

If a student is to be dismissed early, a parent should notify the school via phone, written note or other pre-arranged method of communication (e.g. email). Parents (or designated responsible adults) must enter the building and sign a student out. If the adult is unfamiliar to the school staff, they will be required to provide identification. A copy of their identification may be kept in the student file to document the dismissal. In the case of an emergency, students will only be released to those listed on the emergency contact form and/or provided by a parent/guardian in writing.

Students may be dismissed due to illness such as vomiting, fever or other need(s) identified by the program nurse, in accordance with Department of Public Health

Regulations. Staff will make every effort to support a student throughout the school day if they are not feeling well, yet do not meet criteria to be dismissed by the school nurse.

Should a student be experiencing behavioral difficulties near dismissal time, CCC staff will determine the status of a student to safely ride their regular transportation. A family member (or other emergency contact) may be called to pick a student up if they are determined to be unsafe for themselves or other students riding on the same transportation.

## **Bathroom**

Student requests to use the bathroom will be honored as soon as possible. Some classrooms have scheduled bathroom breaks built into the school day in order to prevent continuous disruptions to learning. Students are encouraged to use the bathroom at the scheduled times. Students requiring assistance in the bathroom will be provided with a staff member to meet their needs. Students not requiring direct assistance will still have a staff member in proximity to the bathroom door.

Students requiring total adult assistance will be provided the respect and support needed to meet their needs. A private area off the nurse's office is available with the necessary space and materials for changing and diapering (as appropriate). We ask the families to provide diapers if necessary. A change of clothes in a student's backpack is also helpful.

CCC staff follow Standard (Universal) Precautions in handling any bodily functions (e.g. use of gloves, proper disposal of soiled diapers). When determined as necessary by a student's family and/or IEP TEAM, data may be maintained to record toileting activity.

If applicable, families are encouraged to send in an extra set of clothing should an accident occur during the school day. Any soiled clothing will be bagged and sent home for cleaning.

We do have some limited quantities of donated clothes should families forget to send an extra change. If your child comes home in these clothes, please launder and return them.

## **Behavioral Standards & Protocols**

CCC Programs support the belief that "behavior is communication" and students present with individual needs. Student behavior is impacted by the ability to communicate and process information within the environment. Students may react to their environment (temperature, auditory, visual, etc.) and their internal biological and/or neurological states. Adults are expected to work to understand the behavior as communication to meet the student needs and address the function of the behavior. Students may utilize inappropriate behaviors as a primary form of communication. Students may also be reacting to past experiences (e.g. trauma). Students may present

with aggressive or destructive tendencies and some students do exhibit self-abusive behaviors to communicate frustration, anxiety or to protest.

Students experiencing emotional challenges may exhibit inappropriate behaviors (aggressive or destructive tendencies, verbal threats) to communicate their anxiety, frustration, and/or confusion. Direct social skills and problem solving skills instruction are required on a daily basis to support shaping of appropriate behaviors and replacing inappropriate behaviors. Students may demonstrate a hyper-vigilant state that requires support and facilitation to feel safe in their school environment.

Students experiencing emotional challenges may work on a daily contract system or a weekly Level system. Respect for self, for adults, for peers, for property, and respect for personal space are the focus for skill building. Positive Behavioral strategies are incorporated into the school day to reinforce appropriate behaviors.

For all behavioral challenges, knowledge of a child's disability and skill level guides interventions with the child. Positive behavior supports are utilized which include environmental controls and accommodations (e.g. use of visuals or other concrete strategies) to provide proactive strategies to minimize behaviors and support communication. Staff utilize many interventions and strategies to support de-escalation. All staff are trained in *QBS Safety Care* which supports the incident minimization, physical safety techniques, physical management techniques, and post-incident procedures. When individualized supports are deemed necessary, a functional behavior assessment (FBA) may be utilized to develop individual behavior support plans (BSP) and individualized strategies for consistent (adult) responses. Parents would be expected to participate in developing a BSP before it is initiated. (Parents are asked to sign any BSP and are provided with a copy.)

Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding the management of behavior for their child. Parents may request to meet with staff at any time.

The Cape Cod Collaborative has a Bullying Prevention and Intervention Plan approved through the DESE and the Cape Cod Collaborative Board of Directors. The full plan is available on our website, [www.capecodcollaborative.org](http://www.capecodcollaborative.org).

The school environment is structured with ongoing adult supervision in efforts to decrease any opportunities for bullying to occur. Direct instruction related to communication, social skills, problem solving, and making appropriate choices is embedded within the students' day. Bullying is not acceptable and will be addressed and follow-through steps put in place. Counselors, therapists, behaviorist, and all classroom staff work together to provide a safe and positive learning environment.

Questions or concerns related to bullying should immediately be brought to the attention of the Program Director or clinical staff.

# Bullying/Teasing/Harassment

## Policy Prohibiting Bullying

(The Cape Cod Collaborative Bullying Prevention Policy Revised 0212/2014)

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

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

Acts of bullying and cyber-bullying are prohibited:

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

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

### A. Definitions

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

*Bullying* is defined in M.G.L. c.71, s. 370, is the repeated use by one or more students, or by a member of a school staff, including, but not limited to an educator, administrator, school nurse, cafeteria worker custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, of written, verbal or electronic expression or 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 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 in above 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 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. 71m 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 the 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 they have 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 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 or designee will notify local law enforcement if they believe 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, nDirector of Special Education, or 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 promptly investigate a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of 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 or 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)
- Where 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.

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

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

## **E. Determination**

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

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

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

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

# **Cafeteria**

Students may bring their own meals or may order a school breakfast and/or lunch. Students attending the Waypoint Academy in Yarmouth and the STAR Program in Osterville will receive FREE breakfast and lunch through the Community Eligibility Program. The Cape Cod Collaborative is participating in this program in collaboration with the Barnstable Public Schools.

# Case Management

Each student is assigned to a case management (IEP) team consisting of the classroom teacher, program therapists, classroom assistant staff, and Program Director. This case management team coordinates the implementation of the student's Individual Education Plan. CCC staff meet regularly to discuss student needs, guide programming and address issues in a proactive manner.

The Program Director and Director of Special Education Programs work together with the sending district and family to coordinate meetings, monitor student progress, coordinate communication and service delivery around the student's educational programming. Ongoing and consistent communication between home and school, as well as between the program and student's sending district is critical in forming a partnership leading to student success.

## Certificates of Attendance and/or High School Diplomas

Graduation requirements follow the policies of a student's home district. Students not meeting their district graduation requirements may receive a certificate of attendance, as outlined by their home district.

## Code of Conduct

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 will not be tolerated. Possession of such materials will result in termination of the student 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 potential 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 say or do something offensive or insensitive to another's student's individual circumstances of "differences" (actions, disability, physical presentation, etc) because many times the circumstances may be 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 that is taking the action will be disciplined by suspension pending a hearing/conference to determine a proper course of action to eliminate any further incidents and preserve the dignity of the target(s).

## **Collaboration / Communication**

The Director of Special Education Programs, together with the Program Director, is responsible for maintaining ongoing communication with a student's sending district. Classroom teachers and/or counselors are responsible for maintaining home/school communication related to daily/weekly activities and events. Frequency and type of communication may be individualized to meet family needs. A communication form is included in the student intake packet to help guide our communication based on your request (e.g. phone, written, email, etc.).

Teachers are prohibited from using their personal cell phones for correspondence regarding a student. Each Collaborative staff has an assigned email and phone extension for your convenience. If there is an immediate need to contact a staff member, please call the front desk at your child's school. Paraprofessionals are instructed to redirect any parent questions/concerns to the lead teacher and/or administration.

CCC staff will work to support other agencies that may be involved with a student's care. A family may be asked to sign a release form allowing permission for staff to discuss a student's educational program. With adequate notice, staff may be able to provide input (e.g. classroom data or other summaries) on request from families to bring to doctor or therapy appointments.

## **Curriculum**

The Massachusetts Curriculum Frameworks/Common Core State Standards serve as the guideline for content learning at each grade level.

For students working significantly below grade level skills, staff utilize the *Resource Guide to the Curriculum Frameworks for Students with Disabilities (DESE)* to aid in their lesson development. Academics are modified to meet student need(s) so that students participate at grade level whenever possible or through “entry” or “access” points.

Students may require instruction in the areas of self-help and daily living skills and/or direct social skills instruction as guided by their IEP. Students may also require pre-vocational/ vocational instruction within their program. The CCC programs work on foundation skills such as increasing independence and organization to task, seeking/gathering needed materials, sustaining attention to task and completion of task(s). Functional academics support vocational activities and building independence. Ongoing assessment of student strengths and interests guide activities.

For all students, instruction is embedded throughout the school day including breaks, recess, lunch, self-care, etc. Related services (e.g. speech, OT, PT), as well as BCBA, Social Worker/Counselors, and/or program nurse provide ongoing consultation as part of a student’s school day.

For those students working towards meeting their local district requirements for graduation, CCC may work individually with a sending district to provide an independent study or technology-assisted learning opportunity. Internships or school-to-work opportunities are designed on an individual basis as is appropriate to meet a student’s individual needs. Verification of a student’s time would be monitored by a counselor or teacher in collaboration with a student’s district liaison.

## **Dress Code**

The dress code is governed by health, safety, and independence in self-care routines. Attire or accessories worn at school must not pose a safety issue or be a distraction to the learning environment. If necessary, students may be required to change their clothing.

Full shirts should be worn (e.g. no short/midriff shirts). Shoes are preferred rather than flip flops or crocs for safety. Hats, bandannas, hoods are not to be worn in the building unless otherwise allowed by staff. Inappropriate words or pictures on clothing are not permitted. Any questions can be directed to the Program Director or clinical staff.

## **Driving to School**

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

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

## Emergency Procedures

CCC staff shall provide whatever means are available to them to preserve and protect a child's life in the event of an emergency. Should an emergency occur regarding an individual student, attempts will be made to contact a family member directly. Staff may, however, need to make a decision based on health and safety. Any student transported from a CCC Program would be taken to the nearest hospital. In the event an emergency occurs out on a field trip, the geographically closest hospital is where a student would be transported. Should a student require ongoing supervision, a CCC staff may ride/stay with a student at the hospital until a family member arrives.

In the event of an emergency, proper notification procedures shall be observed. This requires that each Collaborative staff have available an emergency procedure established for his/her classroom that should include names, telephone numbers and other pertinent information concerning those who are to be contacted. **A copy of this procedure is filed with the Collaborative office. Please inform CCC of any changes or additional contacts.**

Due to the medical needs of students, some programs may require the involvement and input from a local rescue squad. The program nurse shall closely coordinate specific arrangements for their involvement.

Students experiencing a crisis of mental health may require additional consultation. CCC staff would contact parents/guardians directly to discuss recommendations for care and response. Students unsafe to themselves or others may require a parent to come to the school and/or necessitate a call to 911 for transport for further evaluation.

CCC will comply with all required building and safety codes and maintain current certificates of compliance from appropriate agencies. It is the policy to provide staff with

necessary emergency and safety training in order to promote a safe school environment. This includes:

1. Fire Drills conducted in collaboration with the local Fire Department.
2. Written evacuation plans posted and reviewed with staff and students.
3. First Aid kits, AEDs and fire extinguishers located in designated areas.
4. Annual training in C.P.R., AED use, Epi-Pens, and seizure emergency procedures.
5. Annual training in de-escalation and physical safety techniques and regulations.
6. Bi-annual training in first Aid.

Students requiring specialized nursing procedures will have an Individual Health Care Plan (IHCP) developed by the IEP team which includes the family and the program nurse. All nursing support required during a school day is provided by CCC qualified staff. Ability to meet a student's medical needs within the school setting is determined by the School/Program nurse and Program Director/Director of Special Education.

## **End of School Year**

CCC students attend 180 school days with adjustments made related to snow or other scheduling concerns. The last day of school is an early release day.

## **English Learners**

State law requires that English Learners (ELs) receive instruction that is specifically designed to assist them in learning the English language and subject matter content, and that parents participate in the decision-making process. When a student is tutored from their sending district to a Cape Cod Collaborative public day school, information is shared from the sending district that may be related to their language status. In addition, CCC has a Home language survey in the intake packet to help identify those students and/or families needing language assistance such as interpreters or information translated into their home language..

CCC works directly with the sending district to provide English language support should it be required. English Learners have the right to be taught to the same academic standards and curriculum and experience the same opportunities as all students. CCC follows guidelines outlined by the Department of Elementary and Secondary Education to support learning for students designated as ELL students. CCC Program staff include administrators and teachers that have received a Sheltered English Immersion (SEI) endorsement as part of their DESE certification.

## **Field Trips**

Field Trips are planned by classroom teachers and/or other school staff as opportunities to expand instruction/content themes, generalize & practice skills, and/or address IEP goals and objectives.

Trips are planned in advance and notice/information will be shared with parents & guardians for those students participating. On occasion, parents may be asked to contribute towards the cost of an outing. No students shall be excluded based upon inability to pay.



# Guardianship

Families seeking guardianship or partial guardianship of their children at 18 years of age should work with the Department of Developmental Services (DDS) or advocate / lawyer. The Program Social Worker is available as a resource to help families in identifying the needed paperwork for those students with intellectual disabilities. Discussion of upcoming guardianship needs would also be included within the annual IEP meetings and should be a part of transition planning.

## **Age of Majority**

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

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

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

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

## **Chapter 688 referral**

A Chapter 688 referral is to plan for needed adult services for students with severe disabilities. Filing a Chapter 688 referral creates documentation that students with severe disabilities will need adult services and support. This documentation alerts Transition Agencies (e.g., the Department of Developmental Disabilities, the Massachusetts Rehabilitation Commission, the Department of Mental Health) and the state legislature regarding the future needs of these students. In cases where a student is determined to be eligible for agency services, yet services are not provided due to a lack of funding or program availability, agency personnel can advocate to increase funds in the budget planning process for the next fiscal year in order to provide the needed services. This process is led by the home district usually at least 2 years ahead of a planned transition (e.g. graduation or turning 22).

# Health

The Collaborative believes there is an important relationship between health and education. A healthy child is an effective learner. We believe that all students are entitled to a healthy and safe environment in which to learn, achieve and grow.

Through interdisciplinary collaboration, the student's learning environment will be healthy, safe and conducive to learning and growth.

Cape Cod Collaborative program has a registered nurse who is available a sufficient amount of time, depending upon the health care needs of the population, to provide for the needs of the Collaborative students. In addition to the registered nurse, there is also a licensed practical nurse to support student medical needs. Nurses/teachers of the Cape Cod Collaborative classes shall provide whatever means are available to them to preserve and protect a child's life in the event of a crisis. In the event of an emergency, proper notification procedures should be observed.

## **School Health Screenings**

The Cape Cod Collaborative shall work in cooperation with the sending district(s) in providing vision, hearing and physical growth and development screenings for our students. In accordance with M.G.L.c.71.s.57, a student shall be exempt from physical exams or screenings on religious grounds, upon written request of the parent or legal guardian, except with respect to communicable diseases.

## **Physical Growth and Development**

Documentation of a physical exam by a Primary Care Provider should be provided upon entry into any CCC program and then at least every three years after that. The initial exam is to be performed within one year prior to entrance or within 30 days after entry. This exam shall be documented and placed in the student's health file. The school nurse shall review these records yearly. A confidential letter stating the need for an updated physical exam will be sent to the parent/guardian.

## **Vision and Hearing**

Vision screening shall be performed in collaboration with the sending district at the regular intervals of entry, yearly through grade 5 (11 years of age in ungraded classrooms), once from grade 6 to 8 (12-14 years of age) and once from grade 9 to 12 (15-18 years of age). A confidential report will be sent to parents/guardians stating the findings and any need for referral.

Hearing screening(s) shall be performed at regular intervals of entry; yearly through grade three (9 years of age); once from grade 6 to 8 (12-14 years of age); and, once from grade 9 to 12 (15-18 years of age). If there are any concerns, a confidential report will be sent to parents/guardians stating the findings and any need for referral. Parents have the right to opt-out of any screenings in writing.

## **Postural Screening**

Postural screening shall be done in collaboration with the sending district, assuring annual screenings at least once per year in grades 5 through 9 (11-15 years of age). If there are any concerns, a confidential report of findings will be sent to the parent/guardian and referral when indicated.

## **Growth and Development**

Physical growth and development, including weight and height shall be measured at

the intervals of grades 1, 4, 7 and 10 (by the 7th, 10th, 13th and 16th birthdays). Certain students may require closer monitoring depending on their medical history, and may be monitored if there is a doctor's order and parental permission. In compliance with current standards, this data is collected on an aggregate basis and monitored at the state level to help adjust policies on nutrition and physical education. All information is kept confidential.

## **Protecting Students From Exposure to Known Allergens**

The Cape Cod Collaborative, in collaboration with the parent, host school, classroom teacher, school nurse and student, shall make every attempt to keep the student away from the causative allergen. The following guidelines shall be used with known allergies:

### **Parents' Responsibility**

1. The parent shall inform the school of their child's allergies.
2. The parent shall provide the school with physician's instructions for administering any needed emergency medication.
3. The parent shall provide the school with the emergency medication in a pharmacy labeled container and will replace expired medication as needed.

### **School Nurse Responsibility**

1. The school nurse shall consult with and provide information to the parents, student, and school personnel regarding children with allergies.
2. The school nurse shall conduct in-service and auto-injector training for direct educational staff.
3. The school nurse shall assist in developing emergency response plans.
4. The school nurse shall refer known cases of anaphylaxis to teachers, staff and school administrators.
5. The school nurse shall assure an up-to-date inject kit is available and kept in a safe, accessible place.
6. The school nurse shall develop an emergency protocol for each anaphylactic student, to be posted in the classroom and placed in the IHCP.

### **Teacher Responsibility**

1. The teacher shall encourage students not to share lunches or trade snacks and choose allergy free foods for classroom events.
2. The classroom teacher shall choose work materials that are allergy-free.

### **Staff Responsibility**

1. All personnel shall assist in creating an allergy-aware environment for the student with known allergies.
2. All personnel shall refrain from wearing strong colognes or perfumes.
3. All staff should be able to recognize the symptoms of an anaphylactic reaction.

**All students who have had an anaphylactic reaction will be transported to the hospital for medical attention, even if the epinephrine has been administered and the individual appears to be recovering.**

## Management of Individuals with Unknown Life Threatening Allergies

1. The Cape Cod Collaborative shall have a standing order for individuals with unknown life threatening allergies. The order shall be written by the school physician authorizing administration of epinephrine, by the school nurse, in the event of an anaphylactic reaction in those individuals with no prior history of anaphylaxis.
2. This order shall be reviewed and renewed yearly.
3. The Cape Cod Collaborative shall be equipped with a stock supply of epinephrine to accommodate severe reactions in students with unknown allergic conditions. This stock supply will be kept locked in the health office and may only be given by a licensed health professional per the standing order.

## Illness and/or hospitalization

If your child is ill, please keep him/her home until they are recovered. It is often difficult for a child to learn when they are not feeling well. Children who come to school ill, or become ill while in school, will be sent home. The Program nurse will notify you of this decision. Our goal is to keep your child's classroom a healthy, learning environment.

Parents are responsible for providing transportation in the case of illness. If this is not possible, we ask that you designate another responsible person who can take responsibility for your child.

## Parameters

The following parameters can be used as a guideline for keeping a child home during an illness:

- **FEVER:** As a rule, a student with a fever of 100 or over should remain home. Twenty-four (24) hours after the fever has broken (without fever reducing medication), the student can return to school.
- **COLD:** If the student feels well enough and does not have a fever, a child with cold symptoms can go to school, particularly after the first day or two of the cold.
- **VOMITING/DIARRHEA:** A student who has been vomiting or had diarrhea within the last 24 hours should remain home.
- **EAR INFECTION:** There is no need to keep the student, who is being treated, home UNLESS the student has fever and/or ear pain.
- **OTHER:** Until appropriate treatment has been received, no student should attend with Impetigo, Conjunctivitis (Pink Eye), Pediculosis (Lice), Pinworms, and unusual rashes. Contact the nurse or teacher if you have a question. (508-420-6950, ext 1117)

**IN ADDITION:** If you have medicated your child in the morning (Tylenol, Dimetapp, etc.), please let the nurse know this by telephone or email. This will avoid the possibility of “double-dosing” and allows the nurse to make a more accurate assessment of your child’s health.

**PLEASE REMEMBER:** Any information regarding your child should be communicated by telephone or the daily notebook, NOT THROUGH THE BUS DRIVER.

## **Following an illness or hospitalization**

Many of our children are followed on an on-going basis by physicians and/or comprehensive medical/diagnostic facilities. With your permission, we would like to establish communication with the people at these facilities. Please contact the Program nurse and/or clinical or social worker to provide AUTHORIZATION TO RELEASE/REQUEST INFORMATION. This authorization must be done annually.

### **May we suggest...**

- Provide advance notice to the Collaborative staff of appointments if you would like us to communicate our information about your child to the person(s) involved in the medical/therapy evaluation (e.g. behavioral or medical data, narratives, etc.).
- You may request reports (and sign a release form at the time of request) and a copy be sent to us upon completion of the work with your child.

## **Return to school following hospitalization:**

Parents MUST have a physician’s written statement that a child is ready to return to school after an extended absence or a hospitalization (for medical or emotional). Included in the physician’s written statement, or attached, should be information concerning any changes in the child’s medical procedures, therapy prescriptions, medicine dosages, etc. and/or any recommendations that may impact the school setting. Any medications/treatments given during the school day will need new prescriptions for these medications/treatments. If necessary, a Team meeting may be requested to develop a re-entry plan for a student. If you have specific questions, please contact the Program nurse or social worker.

### **PLEASE NOTE:**

- \*Information regarding prolonged illness or hospitalizations will be shared with a student’s sending district
- \*Any changes required in a student’s education program MUST be approved by the student’s home district.

# **Homework**

Homework, when appropriate, is assigned by a classroom teacher in collaboration with the family. Homework is meant to practice skills learned, introduce new concepts and ideas, or expand upon themes/activities presented in the school setting.

# Immediate Notification

Necessity for notification of a serious incident occurring during the school day will be determined by the Executive Director, Director of Special Education Programs, or other designated personnel. Notices as appropriate will be sent to parents, the public school district special education administrator, and to any state agency involved in the student's care or placement (by telephone and letter), and the Department of Elementary and Secondary Education (by telephone and Form 2) regarding incidents where this contact is determined to be necessary.

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

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

\*Alert System 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) and Progress Reports

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

CCC staff work in collaboration with district personnel and the family/guardians as part of an IEP TEAM to develop a plan appropriate to address a student's individual needs.

CCC staff will provide progress reports for all students attending the program that address the status of meeting the goals and objectives as outlined. Progress may also be noted related to behavioral data, health status, attendance information, or other pertinent information to document progress or regression. For students attending the extended school year program (ESY) an additional progress note is written.

Parents may request a meeting at any time should questions or concerns arise.

# Incident Reports

Incident Reports are written to document any student injury or emergency or to document student behavior that results in the need for hands-on intervention (e.g. restraint). Incident Reports are kept as part of a student's file and copies are shared with the sending district. For any student requiring a restraint or transport, parents are notified via phone or in person within 24 hours and a written copy is mailed or emailed home within 3 days.

## Legal Status/Change of Legal Status

Parents/Guardians are responsible for informing the Program 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 Director of Special Education Programs or 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 provide copies of guardianship and/or adoption for our student files. Copies may also be shared with a student's home district.

## Less Restrictive Environments

CCC 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 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.

## Mandated Reporting of Suspected Child Abuse

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 his/her 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+ with disabilities, Disabled 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 and/or social worker will conference with the Director of Special Education Programs 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.). Parents/guardians would be contacted to share any concerns.

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.

## MCAS Participation

All students participate as required by law in the state testing through standardized MCAS or through the MCAS-Alternate Assessment. Any necessary accommodations are outlined through a student's IEP. Students in grades 3-8 are required to participate in English Language Arts (ELA) and Mathematics testing annually. Students in high school must participate in ELA in grade 10. Students in grades 5, 8 and once by grade 10, must participate in Science, Technology & Engineering (STE) testing. All requirements for testing for students with disabilities are outlined by the Department of Elementary and Secondary Education.

For students participating in an MCAS Alternate Assessment, teachers develop a portfolio of work samples and/or classroom data throughout the school for submission in spring. Parents/Guardians are invited to view the portfolios prior to submission.

## Medication Policy

Should your child require medication or medical procedures, it is necessary that you follow these guidelines:

- School/state regulations require that any medications (both prescription and non-prescription i.e. Tylenol or Ibuprofen) given during the school day, be authorized by **BOTH** parents and physicians. If you wish your child to receive medications during school hours, your student's prescriber will need to provide a Medication Authorization for school. Most physician offices have their own Medication Authorization for School Forms. We must have the form **BEFORE** we can administer medication in a school setting.
- All Doctor's orders and student information packets are to be renewed yearly. **This information must be completed by the beginning of each new school year.**
- If your child receives daily medication, please see that it is sent in a properly labeled pharmacy bottle. Have your pharmacist prepare a bottle especially for use at school. No more than a 30-day school supply of the prescription medication for a student shall be stored at the school.
- Should your child require a short-term antibiotic, please write a note giving the nurse permission to dispense. The pharmacy label can serve as the doctor's order. This is only to be done with medications that are of short duration.(less than 14 days) You may bring this in daily, and we will return it to you at the end of the school day.
- You may wish to have a Tylenol or other over the counter medication order on file for your child (fever, discomfort). This also requires authorization from your student's physician as well as parent/guardian.



- Should your child require a special procedure, i.e., suction, gastrostomy feeding, oxygen, nebulizer, etc., it is also necessary to have authorization from your student's physician as well as parent/guardian. You are responsible for providing the necessary equipment for the procedure.
- Please note: No as needed (prn) psychotropic medications will be administered. Physician authorizations will not be accepted for as needed psychotropic medications.

## **Transporting medications**

**All medications needed by students during the school day MUST be brought in to the school by the parent or other designated adult.**

This is a school and State policy. Medications may not be sent with the student. Monitors or drivers are not allowed to transport medication.

Please plan accordingly should your child require medication during the school day. The School nurse will accept and store the medication. The School nurse will notify the parent when the medication is running low. Any change in medication or dosage must be authorized by a new order from a physician.

## **Medication Delegation**

As allowed by the Massachusetts Department of Public Health, the Cape Cod Collaborative has completed the Medication Delegation Application and appropriate staff training for the delegation of prescription medication for field trips and short-term events.

\*NOTE: Sunblock and/or Insect Repellent: Current guidelines suggest parents should be responsible for applying sunblock or insect repellent due to the many types of lotions and different allergies. Families may apply at home if desired.

## **Parent Advisory Group (PAG)**

The Parent Advisory Group meets throughout the school year to work with administration in support of school events and activities. Approved Public Day Schools have a PAG which can advise the school on matters that pertain to the education, health, and safety of the students in the program. Parents are encouraged to stay involved with their home district's Parent Advisory Council (PAC). Dates and information will be sent to parents/guardians at the start of each school year.

## **Parent / Guardian Involvement**

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

Parent volunteers are welcomed. There are often field trips and special events happening during the year. Please contact your child's teacher or counselor to inquire about opportunities. The law requires a CORI be done for all volunteers

interacting with students. Please contact the Director or Program Director with any questions.

## Physical Education Program

At STAR, the PE Program is done in collaboration with the classroom teacher and physical therapists to deliver an instructional program providing a variety of developmentally appropriate physical activities to promote physical fitness, positive attitudes, good sportsmanship and knowledge for a lifetime of health and fitness. Student activities for those with more severe physical needs are guided by the physical therapist. The physical therapist also works in collaboration with the occupational therapist for providing motor groups and exercise activities. Students also have the opportunity to participate in weekly Yoga class or other activities related to their programming.

At Waypoint, PE classes are scheduled as part of the Health Education and Physical Education curriculum for students in grades 5-12.

## Physical Restraint

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 restrain and prone restrain 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 coordinator/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 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 it 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 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 Program Director and/or Director of Special Education Programs
  - Documentation should also include if 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 and Director of Special Education Programs
  - **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/Director of Special Education should be notified as soon as possible for any serious injury to staff or students.
  - 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 the Director or 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 their Designee/Classroom Teacher will notify the parents by the end of the school day via email or phone. 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 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.

## **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.

## **Program students – Care outside the classroom**

It is the policy of Cape Cod Collaborative's Board of Directors, in order to ensure the objectivity of teachers and staff members toward the students in their programs, and thereby to maintain the effectiveness of the Collaborative programs, that no teacher or staff member will provide care during the school year outside of the Collaborative program for students who are enrolled in that teacher's or staff member's Collaborative classroom.

This does not include care (e.g. home consultation or tutoring) that may be contracted by a student's sending district outside of program time.

## **Reasonable Search and Seizure**

If a student is suspected of violating school rules or state law, they may be subject to reasonable search and seizure by a school official, including the search of the individual's person, their locker, desk and/or personal effects. If any inappropriate items are found, they will be confiscated and may be turned over to the police or proper authorities.

## **Runaway Students**

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.*

CCC staff will proceed to search for students within the premises and then notify 922 as needed. Parents/guardians would be notified. Public day schools are also required to notify DESE whenever a student runs from the program.

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 your child has a LoJack or similar GPS device and/or has a history of running away, please be sure to inform the school nurse, social worker or Program Director.

## **School Schedule**

### **STAR Program**

STAR Program follows the general school calendar (180 school days). STAR runs Monday-Friday, 9:00 a.m. to 3:00 p.m. Early dismissal/half days, students are dismissed at 11:45 a.m.

### **Waypoint Academy**

Waypoint Academy follows the general school calendar (180 school days). Waypoint runs Monday-Friday, 8:00 a.m. to 2:30 p.m. Early dismissal/half days, students are dismissed at 11:15.

A copy of the school calendar is provided in the beginning of this handbook and is accessible on our website ([www.capecodcollaborative.org](http://www.capecodcollaborative.org)).

When an IEP TEAM deems it appropriate for participation, CCC also offers an extended school-year program during July and August.

### **Weather-related cancellations**

Cancellation of school due to snow or other inclement weather is determined by the Executive Director, Director of Special Education Programs and Program Directors. Cancellation of the Cape Cod Collaborative Programs will be announced on the local radio and TV stations. We will also utilize the Infinite Campus Alert System (email, phone, text) of a school closing as well. (Please ensure your information is up to date with our office.)

If your home school district does not have school due to inclement weather, your child will not have school as buses will not be traveling in your geographical area.

## **Structured Learning Time**

The Cape Cod Collaborative school day includes ongoing structured learning time. Instruction time includes breaks, recess, lunch, etc. Facilitation of social skills, communication skills and any appropriate therapies are embedded throughout the students’ day. As directed under the Massachusetts Student Learning Time regulations (603 CMR 27.00), CCC schedules a school year that includes at least 185 days at each school, and operates school for at least 180 school days in a school year. In addition, CCC ensures that students are scheduled to receive a minimum of 900 hours of

structured learning time per school year for elementary school students and a minimum of 990 hours of structured learning time per school year for secondary school students. Kindergarten students must receive a minimum of 425 hours of structured learning time per school year.

## **Service Animals / Therapy Animals**

The Cape Cod Collaborative has a Service Animal policy (March 2011) that is available on our website at [www.capecodcollaborative.org](http://www.capecodcollaborative.org). The Cape Cod Collaborative follows the guidelines as outlined in IDEA to support access to all educational activities.

Service animals are not the same as therapy or comfort animals. CCC does have a staff person (speech therapist) that handles a certified therapy dog in the school setting at times during the school week. This dog is under the handler's care at all times, and can sometimes help reduce student anxiety and increase student participation during her speech therapy sessions. Any questions may be directed to the Executive Director or Director of Special Education Programs.

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

**Smoking/Vaping:** In accordance with the law, smoking (including e-cigarettes/vaping) is not allowed at any time within the school building or on the school grounds. The use of 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. Suspicion of smoking or vaping or possession of tobacco/vaping products will be reported to the Program Director.

Violations will result in the following consequences:

- First offense- confiscation, warning, education (e.g. meeting with nurse, counselor, or administrator)
- Second offense- confiscation, in-school suspension
- Third offense- confiscation, out-of-school suspension

***Confiscated items will not be returned to the student or family.***

**Possession / Use of Weapons or Controlled Substances:** Possession of any controlled substance, illegal drugs, alcohol, prescription medication, etc. will also 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.

# 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 37 H 3/4:**

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 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.

### **(3) 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 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 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 director and the parent. If the program 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 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 director'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 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.

(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 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 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. (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 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.

(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 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.

## **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 director 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 Records**

The Cape Cod Collaborative abides by the Family Educational Rights and Privacy Act (FERPA) which is a federal law that affords parents the right to have access to their children's educational records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information. The full regulation can be found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Confidentiality is respected related to student files. Administrators, teachers and other CCC employees working with students are authorized to access student files. Upon discharge, sending districts are contacted related to the return of student files. Should families/guardians have any questions related to student records, they can contact the Program Director or contact the Executive Director.

### **Access to Student Records**

Parents/Guardians and students over 18 may have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents. Upon request for access, the entire student record shall be made available. A non-custodial parent is eligible to obtain access to the student record unless the school district has been provided with documentation indicating that:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or

permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or

- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access.
- The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

## Supervision of Students

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

## 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.

## **TEAM Meetings**

TEAM meetings are held at least annually to review student progress and revise the individual education plans. Meetings are coordinated/led with the student's sending district and held during the school day. Parents and/or CCC staff may request a TEAM meeting at any time to coordinate services and collaborate on a successful educational program for the student.

## **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. Students or parents may also ask to have devices locked up during the school day. The electronics will be returned at the end or



returned to a parent/guardian.

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; parents will be contacted. In the event that a student is suspected of using any device to audio tape, video tape, or photograph or otherwise obtain personal or school-related images or information protected by a Confidentiality Policy, the device will be confiscated and turned over to a parent, guardian or, in extreme cases, law enforcement authorities. Parents may have the option to examine the content with school personnel, provided that no confidential images or information have been distributed in or outside the school.

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

Any student needing to contact a parent 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 school activities.

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

## Telephone Use

The telephones in the program/classroom are for school use only. Student calls may be made on occasion or in an emergency by requesting permission from a staff person. All telephone calls are made under staff supervision.

Telephone calls to the teachers/staff are welcome. Unless it is an emergency, please call ½ hour before or after the program has ended for the day. If you call during the normal operating hours of the program and it is not an emergency, the teacher, or other staff you wish to speak to, may not be able to come to the telephone at that time but will return your call as soon as the daily routine of the program permits she/he to do so. Each classroom and therapy room has voice mail available 24 hours a day where messages can be left for individual staff.

## Termination Policy

Students are terminated under the decision of their sending district, IEP TEAM and/or

through the decision of the Program Director. Specific termination criteria would be dependent on the sending home district criteria and/or individual student variables.

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 as well as the student's home district liaison.

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.

## **Time-Out Procedures**

CCC Programs may utilize a time-out procedure in response to student behaviors. Time-out is defined 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 of the classroom is used as an opportunity to regain/obtain emotional re-organization or as a reflection period. Time out of the classroom may be self-directed (student requests) or staff-directed. Taking space or walks/breaks/motor breaks can serve as a first step in de-escalation for a student that is struggling. A staff directed time out to a specific area/space can support supervision and facilitation for

calming/regaining emotional regulation. 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.

Staff work individually with students to process a situation and identify choices and strategies appropriate to a situation. 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 may occur in a designated classroom space or in a separate space away from the group instruction. The length of a time-out is dependent on the situation and always occurs under staff supervision in a safe area. The length of time-out is recorded by the staff member monitoring the time-out. If a time-out reaches 20 minutes, the program director or his/her designee should be notified and any extended time-out beyond 20 minutes requires administrative approval. A time-out for a student ends when the student has met criteria for calm (no longer being physically unsafe or verbally lashing out) for the designated amount of time (either 1, 3, or 5 minutes) depending on program and student's grade level. Once a student has remained calm for the designated time the student will process the incident with the appropriate staff member and return to class or other directed activity outside of the time-out area.

Some classrooms may utilize a time-out room. The time-out room may or may not have a door. (If there is a door, there is NO lock). Waypoint does not have time-out rooms with doors, but the STAR Program does. Written criteria related to time-out procedures can be shared with parents/guardians of those students where this strategy may be utilized. Time-out should not be used as a punishment. 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.

## **Transition Criteria**

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.

Transition back to district or to a less restrictive setting is one focus for student growth. Staff work with families and district personnel to maintain communication and collaboration for a student's educational focus. Staff work with individual school district teams to support transition back to a regular education setting when appropriate and/or support transition to another placement option.

Transition to a new classroom within the Program may occur to support student learning. Because the Programs accept students on an open enrollment

throughout the year, new student groupings are sometimes necessary to appropriately accommodate instructional needs, age or grade groupings, or other specialized needs. Students may also transition to another classroom when changing grades or school years. On occasion, it will be recommended that students change classes as they progress in order to teach generalization of skills and provide support to practice adapting to new environments. This would be discussed individually with each family as a need arises.

Transition to adult services for those students with disabilities turning age 22, is an ongoing process. Beginning no later than age 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. Districts are responsible for submitting the required 688 forms designating lead agencies for transition to adult services.

Activities of Daily Living (ADL's), Pre-Vocational/Vocational Skills, social skills, functional academics, and recreation/leisure skills may need direct instruction for students to support improvement of their quality of life. CCC staff work with families 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.).

## Transportation

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 ride on buses other than those provided by their sending school district.

For students riding on Cape Cod Collaborative transportation, please contact transportation with any questions concerning Collaborative transportation. If you have questions about a school district's transportation, you will need to call the district.

Direct communication regarding your child's program should not be made through the bus driver or monitor. Please call your child's teacher directly or leave a message at the Collaborative office.

Please be advised that some 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.

CCC staff work collaboratively with transportation staff to support safe and successful transport to/from school. Students are expected to follow the rules set forth by the driver and/or monitor. When there is a discipline problem on the bus, the driver should attempt to resolve the situation immediately. If this action fails to resolve the difficulty, the driver may issue the appropriate referral to the parent and/or school.

The school discipline code is in effect on the school bus and when loading and unloading. Therefore, violation of the school's discipline code on the bus or when loading/unloading may result not only in removal from the bus, suspension from the bus, but also exclusion from school, up to and including expulsion.

## Translation and Interpreters

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/Assistant 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 asistente 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 assistente de programas de

## Video Recording / Photograph Policy

Photographs or video may be taken by Collaborative staff of students participating in Collaborative program activities **with parental consent**. These images are generally used to share with other Collaborative programs, the Cape Cod Collaborative Board of Directors, and/or staff from a student's member school district and may be posted on social media sites.

## Visitors

All visitors must report to the front office and sign in upon arrival. Any student observations should be coordinated through the Program Director or counselor/social worker.

School visits by parents are welcome on a periodic basis. If you would like to observe your child in school, please contact your child's teacher by telephone or through the communication book at least 24 hours in advance to be sure that your planned visit is convenient for all involved. You may also ask the teacher for the therapy delivery times for your child in order to meet with a particular therapist. Scheduled visits are preferred to assure the staff has time to meet and answer any questions or concerns and to assure there is space available to hold a meeting.

Students receiving therapy services in the school setting by an outside therapist, must have written approval and therapists must have a CORI and fingerprint review on file. These services must be coordinated through the program Social Worker.

## Vocational Services

Vocational services assist students in identifying interests and skill areas necessary for success in moving to an environment outside of the school setting. Vocational training is directed individually to students to address their needs, strengths and abilities, as well as offer family support in planning for transition to adult services. For those students with significant disabilities, the Occupational Therapist often works in collaboration with the student's teacher in identifying interests and skills for vocations.

# Special Education Administrators

## CCC Special Education Administrative Advisory Board

### District Representative

#### **Barnstable**

Kim Stoloski, Special Education Co-Director PreK-5  
Eric Bruinooge, Special Education Co-Director 6-12

#### **Bourne**

Kristin Donahue, Director of Special Education and Student Services

#### **Cape Cod Tech**

Kate Clemens, Director of Special Education

#### **Dennis/Yarmouth**

Maria Lopes, Assistant Superintendent  
Kelly Mooney, Assistant Director of Student Services  
Brenda Burke, Assistant Director of Student Services

#### **Falmouth**

Sandy Kapsambelis, Director of Student Services  
TBD, Assistant Director of Special Education

#### **Martha's Vineyard Reg. H.S.**

Hope McLeod, Director of Special Education

#### **Mashpee**

Jaime Curley, Administrator of Special Education

#### **Monomoy**

Melissa Maguire, Director of Student Services

#### **Nantucket**

Debra Gately, Director of Special Education

#### **Nauset**

Matthew Kravitz, Director of Student Services

#### **Provincetown**

Matt Ganas, Director of Special Education

#### **Sandwich**

Bernard (BJ) McNamara, Personnel Pupil Services

#### **Truro**

Stephanie Costigan, Superintendent & Director of Special Education

#### **Upper Cape Cod RTS**

Leslie Sullivan, Director of Special Education

#### **Wareham**

Melissa Fay, Director of Student Services