



PARENT & STUDENT HANDBOOK

CCC Public Day Schools

Waypoint Academy
1175 Route 28
South Yarmouth, MA

STAR Program
418 Bumps River Road
Osterville, MA

2025-2026

For translation of this handbook: • Please contact the Main Office at the school if you would like this document translated into a language other than English. • **PORTUGUESE:** Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para o português. • **SPANISH:** Por favor, llame a la oficina central de la escuela si usted desea que este documento sea traducido al español.

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General Information

Executive Director's Welcome Message

Dear Parents, Guardians, and Students,

Welcome to Cape Cod Collaborative! We are pleased that you are part of our community and look forward to partnering with you to support each student's learning, growth, and success.

Cape Cod Collaborative provides specialized educational programs designed to meet the unique needs of students from districts across Cape Cod and the surrounding region. Our dedicated staff work to create supportive, structured, and engaging environments where students can develop academically, socially, and emotionally.

This Parent and Student Handbook has been developed to provide important information about our programs, including policies, procedures, expectations, and available resources. We encourage families and students to review this handbook carefully and refer to it throughout the school year.

At Cape Cod Collaborative, we believe that strong partnerships between families, students, school districts, and staff are essential. By working together, we can help students build confidence, develop important skills, and achieve meaningful progress both in school and beyond.

Our goal is to provide safe, respectful, and inclusive learning environments where every student is valued and supported. If you have questions about the information in this handbook or about our programs, please feel free to contact our staff at any time.

Thank you for being part of the Cape Cod Collaborative community. We look forward to working together for a successful year.

Sincerely,

Hope P. Hanscom

Hope P. Hanscom, Ed.D.
Cape Cod Collaborative
Executive Director
#WeAreOneCollaborative

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 Public Schools	Nantucket Public Schools
Bourne Public Schools	Nauset Regional School District
Brewster Public Schools	Orleans Public Schools
Cape Cod Regional Technical School	Plymouth Public Schools
Dennis-Yarmouth Regional School District	Provincetown Public Schools
Eastham Public Schools	Sandwich Public Schools
Falmouth Public Schools	Truro Public Schools
Martha’s Vineyard Regional	Upper Cape Cod Regional Technical School
Mashpee Public Schools	Wareham Public Schools
Monomoy Regional School District	Wellfleet Public Schools

Cape Cod Collaborative (CCC) 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.

2025-2026 Calendar

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 25th
 Term 2 – March 12th
 Term 3 – June 15th

JULY
 ESY-7/7/2025 – 7/31/2025

CAPE COD COLLABORATIVE PUBLIC DAY SCHOOLS 2025-2026 CALENDAR

Calendar Approved: CCC BOD 4-9-2025

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 (19 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

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 3rd
 Q2 – January 22nd
 Q3 – April 3rd
 Q4 – June 15th

JANUARY
 1st - 2nd - Holiday Break/No School
 5th - School Re-opens
 19th - Martin Luther King Day/No School
 30th - In-Service/Half Day for Students

AUGUST
 ESY- 8/4/2025 – 8/14/2025
 20th & 21st - New Staff Orientation
 25th & 26th - Staff Days/No Students
 27th - First Day for Students
 29th - 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	29	30				

FEBRUARY
 16th - 20th - Winter Break/No School
 27th - In Service/Half Day for Students

SEPTEMBER
 1st - Labor Day - No School
 2nd - School Re-opens
 19th - In Service/Half Day for Students

SEPTEMBER (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				

MARCH (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			

MARCH
 26th - 27th - Staff Training/No School Students

OCTOBER
 10th - All Cape Professional Development/No School Students
 13th - Indigenous Peoples' Day/No School

OCTOBER (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	

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
 10th - In Service/Half Day for Students
 20th - 24th - Spring Break/No School

NOVEMBER
 7th - In Service/Half Day for Students
 11th - Veterans Day/No School
 26th - 28th - 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 (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						

MAY
 22nd - In Service/Half Day for Students
 25th - Memorial Day/No School

DECEMBER
 12th - In Service/Half Day for Students
 24th - 31st - Holiday Break/No School

DECEMBER (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	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
 15th - Last Day of School/Half Day-Staff & Students (180th day)
 19th - Juneteenth/No School
 23rd - 18th Day (Includes 5 Incentment Weather days)

Staff Training-Teachers In-Service/No School Students-August 20th & 21st (new staff), 25th & 26th, October 10th & March 27th
 Early Dismissal ½ Days for Students-Teachers -In Service-September 19th, November 7th, December 12th, January 30th, February 27th, April 10th & May 22nd
 No School/Holiday & Vacation Breaks-August 29th, September 1st, October 13th, November 11th, 26th, 27th, & 28th
 December 24th, 25th, & 26th, 29th, 30th & 31st, January 1st, 2nd, & 19th, February 16th, 17th, 18th, 19th & 20th, April 20th, 21st, 22nd, 23rd, & 24th, May 25th & June 19th

Public Day Schools

Dr. Hope P. Hanscom
Executive Director

Dr. Joan M. Woodward
Director of Special Education

Patrick Murphy
Business Manager

STAR Program Osterville Campus 418 Bumps River Rd Osterville, MA 02566 Phone: 508-420-6950 Fax: 508-420-6959	Waypoint Academy South Yarmouth Campus 1175 Rt 28 South Yarmouth, MA 02664 Phone: 508-564-5099 Fax: 508-564-5263
Julia Bryant, MEd, BCBA STAR Program Director j.bryant@capecodcollaborative.org 508-420-6950	Chirs Oliva Waypoint Academy Program Director c.oliva@capecodcollaborative.org 508-564-5099
Mike Pecorella Assistant Program Director m.pecorella@capecodcollaborative.org	Darilyn Gomes-Hamilton Administrative Assistant d.gomes.hamilton@capecodcollaborative.org
Kelly Meleo Administrative Assistant k.meleo@capecodcollaborative.org	Vikacha Phiri BCBA v.phiri@capecodcollaborative.org
Peggy Brooks Social Worker p.brooks@capecodcollaborative.org	Evonne Carvalho Counselor e.carvalho@capecodcollaborative.org
Megan Woodbury BCBA m.woodbury@capecodcollaborative.org	Tiffany Lopes Counselor ti.lopes@capecodcollaborative.org
Susan McLaughlin, BSN RN School Nurse s.mclaughlin@capecodcollaborative.org	Jean Remmers, BSN RN School Nurse j.reemers@capecodcollaborative.org

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 therapeutic 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 a traditional public school 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 Autism). The STAR Social Emotional Programming offers instruction in a therapeutic milieu and incorporates principles of Social-Emotional Learning (SEL) and trauma sensitive environments.

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 behavior support, 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 academic, social/emotional, and behavioral support for students in middle school and high school who require a higher level of therapeutic support and smaller staff-to-student ratios. Students in high school work toward meeting their sending school 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 Autism). 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 are received from sending school districts.

Extended School Year (Summer) Program

The Cape Cod Collaborative offers an Extended School Year (ESY) services to eligible students enrolled in our programs. Therapies (OT, PT, Vision, BCBA, 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 8:00am - 1:00pm.
- STAR students attend 9:00am - 2:00pm.

During ESY, lunch is provided, but students may also come to school with lunch, and a snack if desired.

Specific Extended School Year dates are approved annually at a Cape Cod Collaborative Board of Directors meeting as part of their vote setting the school-year calendar.

Statement of Non-discriminatory Practices

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 the basis of race (including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

The Collaborative strives to prevent, oppose, and prohibit harassment or discrimination based on a student's race, color, religion, gender, sex, national origin, age, disability, sexual orientation, gender identity, or any other legally protected group, and will respond promptly and appropriately to any complaint or report of discrimination or harassment.

Equal Educational Opportunity

The Cape Cod collaborative complies with all applicable State and Federal Laws and Regulations, including but
CCC Parent-Student Handbook 2025-2026

not limited to the following:

Title I: Title I of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II: Title II of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title VI: Title VI of the Civil Rights Act of 1964 prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin.

Title IX: Title IX of the Education Amendments of 1972 prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.

In any of the above cases where an act of discrimination is charged, the person affected should refer their allegation to the compliance officer.

Attendance and Absences

School attendance and punctuality are closely correlated with success at school. Time in class cannot be replicated by simply giving the absent student the work that was missed. Frequent absences can leave gaps in a student's education that can affect them for years to come. If your child is going to be absent from school, the parent/guardian must notify the program's nurse.

Be sure to include your child's name and reason for the absence in the body of the email. In cases of chronic or irregular absence, reportedly due to illness, the school may request a physician's statement certifying that the prolonged absence is justified.

Please keep your child home until they have been fever-free for 24 hours without fever-reducing medication and symptom-free from vomiting/diarrhea for 24 hours, and are eating and drinking normally. If your child becomes ill at school, we will make every effort to contact you using contact information in our Infinite Campus database. If you cannot be reached, emergency contact(s) will be called. **Emergency information must be kept current.**

All absences are considered unexcused by the Massachusetts Department of Elementary and Secondary Education.

Family vacations do not qualify as excused absences under Massachusetts law and are strongly discouraged when scheduled at times other than the weeks or days identified in the school calendar.

Tardiness

It is important for students to arrive at school on time. Students who arrive after the start of school are considered tardy and must sign in at the main office.

Excessive Absences

National [research](#) shows that chronic absenteeism erodes the academic and social skills needed to succeed in school. According to the Massachusetts Department of Elementary and Secondary Education, "Students who miss at least 10% of days enrolled (e.g., 18 days absent when enrolled for 180 school days) are considered [chronically absent](#)" (see: [Massachusetts General Law Chapter 76, Section 2](#)).

Students with excessive absences may be considered habitually truant. The Cape Cod Collaborative and sending district will uniformly comply with the state school attendance laws by corresponding with those

parents/guardians and districts whose child(ren) are chronically absent or tardy/dismissed through letter, conference, or phone call. As a general rule, the school will make a reasonable effort to communicate with any student and their parent/guardian, when they miss five (5) or more unexcused school days in a six (6) month period. When necessary, the district may take legal action. The district will employ the students absence notification program as required by [Massachusetts General Law Chapter 76](#).

Dismissal

Early dismissal requests are to be received by the front office by 2:00 PM, except in the case of emergency and with authorization of the building Administrator. Students may not be dismissed to any individual not listed as an authorized contact in the PowerSchool Information System. Proper ID will be required for dismissals. Parents/guardians and other authorized adults must check in with the main office administrative assistant, present a valid form of identification upon request, and sign out students when picking them up for an early dismissal. Parents/Guardians of each student are asked to provide and maintain up-to-date emergency contact information so that we may locate parents/guardians or an approved adult in the case of an emergency or for school business. For the safety of our school community, dismissal procedures may vary by school. Please see your building Administrator.

Early Dismissal, Late Start, or Cancellation of School

The Collaborative will notify the school community through an automated messaging system of school cancellations, delays, early dismissals, or other emergencies, as necessary.

In the event we must close one school early because of a health/safety problem at that school, we will limit the dismissal to the students in that school. Parents/guardians need to have arrangements in place in the event of an early dismissal. In the event of school closings due to weather conditions, all activities scheduled during and after school hours will be canceled and rescheduled for a later date. No outdoor school-sponsored activities will be allowed during electrical disturbances. At the first sign of lightning, all outside events must cease and everyone involved shall immediately seek shelter. The activity may be resumed when it is obvious that the storm has passed.

Lunch Program

It is the policy of the Collaborative that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. There are separate guidelines for foods and beverages included in a la carte sales in the food service program on school campuses; foods and beverages sold in vending machines, snack bars, school stores, and concession stands; foods and beverages sold as part of school-sponsored fundraising activities; and refreshments served at parties, celebrations, and meetings during the school day. Nutrition education aligned with standards established by the USDA's National School Lunch Program will be provided to students in all grades. Our hot lunch meets the requirements of the Bureau of Nutrition Education and School Food Services. Menus are available on our website. For the 2025-2026 school year, school breakfast and lunch are free for all students; however, Free and Reduced Lunch Program applications are still required. Application forms are available online or at the main office. Students will conduct themselves in an acceptable manner in the cafeteria.

Personal Electronics Policy

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

Students are not allowed the use of cell phones or other electronics brought from home during the school day without the permission of the Program Director or having earned the level privilege. Students possessing electronic devices during school hours or on school activities will be asked to surrender their phone/electronics to a staff person to be held in a safe location until the end of the school day. Students or parents may also ask to have devices locked up during the school day. The electronics will be returned at the end or returned to a parent/guardian.

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

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

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

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

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

The term "electronic devices," includes but is not limited to cell phones, iPads/tablets, smart watches, laptops/computers (other than those issued by the Collaborative), other electronic/smart devices, and headphones/Airpods. This does not include personal communication devices. Use of electronic devices at school are subject to the Personal Electronic Policy and any applicable laws and regulations, including but not limited to [Massachusetts General Law Chapter 272, sec. 99](#), which is sometimes known as the Massachusetts Wiretapping Law. Recording or taking photos of staff and/or students during school settings without their knowledge and/or consent and posting recordings of staff and/or students during a school setting to any platform and/or message groups without their knowledge and consent are prohibited.

Dress Code

The Cape Cod Collaborative student dress code policy supports equitable educational access that does not reinforce stereotypes. This policy shall be enforced consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic level, or body type/size. The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress provided the attire is not destructive to school property, complies with requirements for the health and safety of the entire school community, and does not cause disorder or disruption. The administration is authorized to take action and determine consequences in instances where individual dress does not meet the stated requirements.

The following is a non-exclusive list of guidelines relative to appropriate school attire:

- Clothing must be suitable for all scheduled classroom activities and adhere to applicable health and safety requirements. Thus, students must wear clothing that includes a top and a bottom (or the equivalent, e.g., a dress) and shoes.
- Students are not permitted to wear hoods or hats inside any school building. Headgear exceptions are for religious or medical reasons, as part of a protective hairstyle, as part of identified spirit days, or otherwise with permission of a building administrator.
- Clothing that depicts, advertises, or advocates the use of alcohol, tobacco, marijuana, or other controlled substances not available to minors or that depicts obscene or pornographic images or known gang identifiers will not be permitted.
- Clothing that threatens the health or safety of any other student or staff member will not be permitted.

The administration reserves the right to determine what is and what is not appropriate in all cases and will determine consequences as described in the behavior section of this handbook. The administration may waive any restriction(s) in cases involving extenuating circumstances.

Integrated Pest Management

All schools in the Cape Cod Collaborative, in compliance with the Act Protecting Children and Families from Harmful Pesticides, have filed Indoor and Outdoor Pest Management Plans with the Massachusetts Department of Agricultural Resources (MDAR). These plans, which address pest management and pesticide use policy, are available on the MDAR website (<http://massnrc.org/ipm/>). Copies are also kept on file in each program office and in the Executive Director's Office.

Asbestos Management

In compliance with the United States Environmental Protection Agency's Asbestos Hazardous Emergency Response Act (AHERA) and the 40 Code of Federal Regulations (CFR) Part 763 Subpart E – Asbestos Containing Materials in Schools, the Cape Cod Collaborative is committed to providing a safe and healthy environment for all employees, building occupants, transient occupants, contracted building service workers and the public.

Also, in compliance with AHERA, the Collaborative will contract with a licensed and approved Inspector to perform three-year re-inspections of school buildings, along with the maintenance of updated Management Plan materials to be kept on file in the office at each program as well as in the Executive Director's Office at 418 Bumps River Rd, Osterville, Ma 02655. Questions regarding the Asbestos Management Plan may be directed to the Executive Director.

Network and Internet Policy

Students must utilize the computer network, software, systems, websites, the Internet, and electronic equipment in an acceptable manner. There is a Personal Electronics Policy that students and parents/guardians must sign at the start of each school year.

Advertising

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the Executive Director.

Educational Opportunities for Children in Foster Care

The law requires foster care students to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is

not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the [Department of Children and Families \(DCF\)](#) the [Department of Elementary and Secondary Education \(DESE\)](#), and the school district to designate points of contact; and also, that the district collaborate with DCF and the other school district to ensure that students will receive transportation to the school of origin if needed. For more information, please access the DESE website at <https://www.doe.mass.edu/>

Educational Opportunities for Military Children

As a result of the passage of the Valor Act of 2012, Massachusetts became a member of the Military Interstate Children's Compact Commission or MIC3. In accordance with the Valor Act and MIC3, the Massachusetts Department of Elementary and Secondary Education is committed to provide support and assistance to the students of active duty military families. We work to ensure the timely enrollment and graduation of this mobile population.

Elevator Policy

School elevators are strictly off limits to all students except for medical reasons, or as otherwise permitted by the Administration. In the event of an emergency evacuation, the elevator should not be used.

Physical Education and Health Education

Parents and guardians are hereby notified of their right to exempt their children from specific units and/or lessons which primarily involve human sexual education or human sexuality issues. Parents and guardians may do so by submitting written requests to the Program Director. No student so exempted shall be penalized by reason of such exemption. Program instruction materials for said curricula shall be made reasonably accessible to parents and guardians for inspection and review, upon request to the building principal.

Protection of Pupil Rights Amendment

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning: 1. Political affiliations or beliefs of the student or student's parent/guardian; 2. Mental or psychological problems of the student or student's family; 3. Sex behavior or attitudes; 4. Illegal, anti-social, self-incriminating, or demeaning behavior; 5. Critical appraisals of others with whom respondents have close family relationships; 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; 7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or 8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such programs.

Bathroom Procedure

Student requests to use the bathroom will be honored as soon as possible. One student is permitted to use the restroom at a time. Staff will monitor the Bathroom prior to and after student use.

As needed some classrooms will 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 room in the building is available with the necessary space and materials for changing and diapering (as appropriate). We ask the families to provide diapers, if necessary.

CCC staff follow Standard Universal Precautions in handling any bodily functions (e.g. use of gloves, proper disposal of soiled diapers).

If applicable, families are encouraged to send in an extra set of clothing or more, 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. If we don't have the appropriate clothes after they soil their clothes, parents/guardians will be called to drop off more clothes or pick their student up.

School Property

Students are expected to properly care for school equipment (e.g., library books, Chromebooks, textbooks, desks, chairs, etc.). Students may be charged for lost and damaged books, materials, supplies, and equipment. Students who lose or damage Chromebooks or books will be required to pay the replacement or repair cost.

Personal Items and Toys

To ensure a focused and distraction-free learning environment, we ask that students leave personal toys and non-essential items at home. Bringing toys to school can lead to disruptions and potential conflicts, which can impact the overall classroom experience. Additionally, the school cannot be held responsible for lost or damaged personal items.

If a student has a special item they would like to share, please arrange for it to be brought in only on designated sharing days or with prior approval from the teacher or Program Director. This policy helps maintain a positive and organized school environment where all students can fully engage in their learning activities. Thank you for your cooperation and understanding.

Student Publication

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusation, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

Lost and Found

All items found, regardless of value, must be turned in to the office. When an item is missing students should inquire with the teacher, counselor, or Program Director to see if it has been found. The schools are not responsible for lost or stolen property. Students should clearly mark their names on all items of personal property. Periodically and with advance notice to families and students, unclaimed items will be donated to local charities.

School Programs/Information

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, behavior support plan, and/or a weekly Level system. Respect for self, adults, peers, 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 support is 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 Department of Elementary and Secondary Education (DESE) and the Cape Cod Collaborative Board of Directors. The full plan is available on our website, 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, behaviorists, 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.

SEL

The CCC aims to develop the whole child. In doing so, many facets and approaches to social and emotional learning are implemented across academic and social settings. Social and Emotional Learning (SEL) affords students the opportunities to develop skills such as self-awareness, self-management, and interpersonal skills that are vital to their success at school, work, and throughout their lives. Through ongoing professional development opportunities, staff in all buildings will continue efforts to adopt and apply evidence-based practices that align to the SEL core standards.

Multilingual Learners (MLLs)

In an effort to educate each child individually, it is important to consider how each child can best learn. Multilingual learners (MLLs) or limited English proficient students (LEP) are provided with the opportunity to be proficient in English and provided with full access to the academic, non-academic, and extracurricular activities as English speaking students. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. In order to accomplish these goals, MLLs will receive sheltered English instruction in English classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. If parents do not want their child to participate in an English Language Education (ELE) program, a waiver may be granted.

Report Cards and Progress Notes

STAR Program: Report cards and progress notes are sent home at the conclusion of Terms 1, 2, and 3.

Waypoint Academy: Report cards and progress notes are sent home at the conclusion of Quarters 1, 2, 3, and 4.

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 and Mathematics in grade 10. Students in grades 5, 8 and once by grade 10, must participate in Science, Technology & Engineering (STE) testing, and in Civics in grade 8. 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.

Student Services

School Counseling

STAR and Waypoint Academy Counselors are available to meet the needs and challenges of our student population. Our counselors implement a comprehensive counseling program by providing emotional and social support, individual and group counseling, transition planning, consultation and collaboration with students, staff, parents/guardians, and the community. Counseling services are available for all students.

Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons

Cape Cod Collaborative (CCC), in coordination with the sending school district, provides hospital tutoring in accordance with Massachusetts Department of Elementary and Secondary Education regulations. Pursuant to **603 CMR 28.03(3)(c)**, upon receipt of a physician's written order verifying that a student enrolled in a public school must remain at home or in a hospital, on a day or overnight basis or any combination thereof, for medical reasons for a period of not less than fourteen (14) school days in any school year, the student is eligible to receive temporary educational services in that setting from the public school district.

Homelessness

The Cape Cod Collaborative in coordination with the sending district must "ensure the educational rights and protections for children and youth experiencing homelessness" and remove barriers for enrollment and retention as set forth in the McKinney-Vento Homeless Assistance Act (2002). Definition of homelessness ([Section 725\(2\)](#)): Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised shelter, and institution that provides temporary residence, or a public or private place not designated or ordinarily used as regular sleeping accommodations for human beings. Included in this definition are:

- Children and youth sharing housing with others; living in motels, trailer parks, cars, parks, public spaces, abandoned buildings, emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement.
- Unaccompanied youth who are not in the physical custody of a parent/guardian or state agency.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter district choice options are available to homeless families on the same terms as families resident in the district.

Parents and/or guardians who lack fixed housing can be assisted by their home district homeless liaison or contact Dr. Joan Woodward, Director of Special Education.

Reporting Suspected Child Abuse and Neglect

Per [M.G.L. Chapter 119, Section 51A](#), school staff are mandated reporters and are obligated to report any suspected child abuse or neglect.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Students who have

physical or mental impairment(s) that substantially limit a major life activity may be protected under Section 504 of the Rehabilitation Act of 1973. Students who qualify under the law may receive reasonable accommodations affording their access to the educational environment. For more information regarding 504 plans, please contact your school's Program Director.

Student Records

Parents' and students' rights relative to student records are ensured regarding confidentiality, inspection, amendments, and destruction, in accordance with state and federal law. In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents/guardians and/or the student in accordance with law, and yet be guarded as confidential information. The Massachusetts Student Record statutes (including [MGL c. 71 §§ 34A, 34D, 34E, 34H, 37L](#)) and regulations ([603 CMR 23.00 et seq.](#)) and the Family Educational Rights and Privacy Act (FERPA), ([20 U.S.C. §1232g](#)) apply to educational records maintained by a school on a student in a manner such that they may be individually identified. Individual student records are returned to the sending district upon the student's withdrawal or termination of enrollment from Cape Cod Collaborative (CCC).

The following is a summary of major parent/guardian and student rights regarding student records, as provided by the Regulations pertaining to student records.

A parent/guardian of any student, or any student who is 14 years old or who has entered the ninth grade, whichever comes first, has the right to inspect all portions of their student record upon request: a) The record must be made available to the parent/guardian or student as soon as is practicable, but no later than ten (10) calendar days from the date of request; b) The parent/guardian and the student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials; c) The parent/guardian and the student may request to have the parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them; d) pursuant to [MGL Chapter 71, Section 34H](#), noncustodial parents/guardians who do not have physical custody of their child must meet certain criteria before being allowed access to their child's records and school information. A non-custodial parent who wishes to have access to their child's student records shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to [M.G.L. c. 71, §34H](#), the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. [M.G.L. c.71, §34H, 603 CMR 23.07](#).

Except for the situations outlined in the regulations, no individuals (or organizations) but the parent/guardian, eligible student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian or eligible student. In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose in a log kept as part of the temporary record. Under state law, information about an individual student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its

form, that is maintained by the District is part of the individual's student record (see [Massachusetts Student Records Regulations, 603 CMR 23.00](#)), is confidential, and must be kept private and secure, except in limited circumstances. [603 CMR § 23.04](#).

The parent/guardian and the eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent/guardian and the eligible student have the right to request in writing that information in the record be amended or deleted, with limited exception under state and federal law. The parent/guardian and the student have the right to a conference with the Program Director to make their objections known. Within a week after the conference, the Program Director must render a decision in writing. If the parent/guardian and eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed in writing to higher authorities in the school system.

Complaints: A parent/guardian or eligible student has a right to file a complaint regarding student records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-872-5327; or with the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Hwy. Everett, MA 02149, 781-338-3300.

School Health Services

A school nurse is on duty during school day hours. Students who feel ill during school hours must have authorization to visit the school nurse's office except in an urgent/emergent circumstance.

Absences

If a student is absent from school due to illness or injury, the parent/guardian must inform their child's respective school(s) nurse. If the student is absent for five or more consecutive days due to illness or injury, a note from a healthcare provider may be required. Please indicate the reason for the absence in your communication. Cape Cod Collaborative notifies the sending district after a student has accrued five (5) consecutive absences.

Dismissal for Illness

The parent/guardian will be contacted if the nurse determines that the student is not well enough to remain in school. The emergency contact person will be called if the nurse is unable to contact the parent/guardian. The emergency contact must be willing and available to take responsibility for your child in the event of an injury or illness. In the event of an emergency, 911 will be called, you will be notified, and your child may be transported to the nearest hospital.

Injury

Every accidental injury in school or on the grounds, no matter how slight, should be reported immediately to the teacher in charge and to the school nurse. A student who has sustained an injury and has been instructed by a physician or an emergency room to restrict or limit their activity for a period of time (i.e. cast, stitches, sprains, fractures, concussions, etc.) must deliver a note from the physician stating the nature of the restrictions and when the student can resume participation in Physical Education (PE) class or recess. The student will not be allowed to return to PE or recess, until this note is received. If your child sustains an injury and you feel they should limit their activity for 1-2 days, a parental note or phone call to the nurse is acceptable.

Student Health Data Sheet: Emergency contact information must be updated annually using the Student Health Data Form. Please contact the main office with any changes in employment, home phone number, home address, cell phone number or emergency contact persons (two local individuals) throughout the school year to ensure the school can contact you in the case of an emergency.

Physical Examinations and Immunizations

[Chapter 71, Section 57](#) of the Mass. General Laws and the Department of Public Health Regulations mandate that each school system adhere to the following:

Physical examinations with up to date immunizations are to be performed on all students upon entering school and thereafter every 3-4 years. Please note: A physical examination is required annually for any student participating in interscholastic sports. These physical examinations are not provided by the school. These exams must be completed by the student's personal physician, and the required form must be returned to the school.

Immunizations and boosters are required at regular intervals. Families not able to afford medical care due to lack of health insurance or any other reason should contact the school nurse.

Student Health Information and Immunizations

The school nurse is responsible for keeping an ongoing record of each student's health information. Communicable disease control is another area for which school personnel are partly responsible. Students are required to have updated immunization against hepatitis B, polio, diphtheria, tetanus, whooping cough, measles, mumps, and rubella, varicella before school entrance and boosters per MA DPH requirements. All students must have the required immunizations prior to starting school.

Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian if the student is under 18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.

Parent/Guardian Health Notifications/Alert Parents/guardians will be notified via phone call or written notice, as needed, throughout the school year of occurrences of communicable diseases. Under certain circumstances, further information will be disseminated through the school's computerized notification system. Written notification of missing immunization/physical examination will be sent to the parent/guardian. If no response is given, the parent/guardian will be called to discern the reason for non-compliance.

Tuberculosis (TB):

In accordance with the recommendation of the Division of Tuberculosis Prevention and Control of the Massachusetts Department of Public Health, all new students who are coming from designated countries outside of the U.S. (Africa, Asia except Japan, Central America, South America, Mexico, Eastern Europe, the Caribbean, or the Middle East) and anyone who has recently traveled for greater than a month to a designated country outside of the U.S. will be assessed for Tuberculosis (TB) risk and referred to a Massachusetts licensed health care provider for further evaluation if any risk is identified. Students in need of a referral will not be cleared to start or resume attendance at school until they are cleared by the school nurse.

Lead Poisoning

Parents/guardians must present documented evidence of lead poisoning screening prior to entrance into PK/ kindergarten (105 CMR 460).

Handwashing and Hygiene

Hand washing/use of hand sanitizer when soap and water are not available is a standard practice prior to snack, before lunch and after using the bathroom.

Medical History Needs

Parents/Guardians are required to notify the school nurse at the start of, or during the school year, if their child has any medical conditions that may need monitoring during the school year. This includes food allergies, seizures, diabetes, cardiac conditions, migraines, asthma, fractures, bee sting allergies, etc. Please also notify the

school nurse of any medications that are taken at home. It is vital that the school be aware of medical conditions and/or medications to ensure the safety of your child. Severe allergies should be brought to the attention of the school nurse immediately. We follow American Academy of Pediatrics (AAP) guidance defining a fever as a temperature of 100.4°F or higher. Please keep your child home until they are 24 hours fever free without fever reducing medication and 24 hours free of GI illness symptoms, eating and drinking normally with improved symptoms.

Treatment

The school is not responsible for treatment. School policy does not permit school personnel to treat or to prescribe treatment. Emergency care is limited to first aid: the immediate and temporary care given in case of accident or sudden illness to save life or prevent further injury. Should a severe emergency develop, local Emergency Medical Services (EMS) and the parent/guardian will be contacted.

Aroma/Scent Protocol

CCC strives to maintain a fragrance-controlled environment and recognizes that exposure to strong scents and fragrances in the indoor environment may cause discomfort and/or impact the health of sensitive individuals. CCC has students, staff and visitors with health conditions that are affected by fragrances. In an effort to keep the indoor environment healthy and comfortable for all individuals, we respectfully request that anyone who comes to CCC be as fragrance-free as possible.

Because of the possibility that aromas and chemicals may trigger an allergic reaction and may pose a significant health risk to students, faculty and staff with asthma and allergies, and because these devices pose a significant fire/burn hazard, CCC prohibits the indoor use of any type of fragrance products and dispensing devices including but not limited to:

- Essential oils, sage, smudging practices.
 - Note: The burning of cedar, sweet grass, and sage for ceremonial purposes only may take place outside on school property with prior approval of the building principal or designee.
- Scented humidifiers and diffusers.
- Plug-in or aerosolized air fresheners ie: Glade Air Fresheners, Air Wick, Wall Flowers.
- Any device that requires a flame, electricity or any heat producing device to achieve fragrance output ie: Candles, wax melting pots, hot plates.

Only cleaning products and deodorizers supplied by the Cape Cod Collaborative Facilities Department are to be used in our facilities.

Health Counseling

The school nurse is a valuable resource person available for health counseling, and students should feel encouraged to discuss any health-related concerns with them. Doing so can lead to early identification of health issues, reduce the spread of illness, and promote overall well-being. It is crucial for students to feel comfortable talking with the school nurse as they can provide a safe and confidential space to address their health concerns. Encouraging students to seek support from the school nurse can also help ensure they receive the necessary assistance to stay healthy and succeed academically. Furthermore, the school nurse can make referrals to community resources such as mental health or social services when needed, providing additional support to students and their families.

Medication Policy

Medications Effective March 26, 1993, the Department of Public Health (the “DPH”) promulgated new regulations concerning the administration of prescription medications in public and private schools.

Parents/guardians of students requiring medications, please review the following regulations:

- Whenever possible, medicinal preparations should be given at home. If medications are to be administered at school please contact the health office to schedule a time to meet with the nurse to deliver the medications and documentation as noted.
- With certain conditions such as epilepsy, diabetes, etc., when medication must be taken during school hours, the school regulations require a physician's written order and parent/guardian authorization for school personnel to supervise the taking of medicine for the condition.
- The medication must be in its own prescription bottle or its own over-the-counter bottle with a clear set of written instructions.
- Parents/guardians will supply up to a one-month supply of the prescribed medications.
- Medications prescribed to be given three (3) times a day will not be given in school.
- Medications will not be expected to be sent home every day.
- School personnel are not to be expected to assume responsibility for the administration of medication. All medication must be left in the Health Office and never taken in the classroom.
- School personnel are not to assume the responsibility for the administration of medicine by injection except by special circumstances, e.g., severe allergic reactions, field trips.

Documentation:

A. A medication order from a licensed prescriber for long-term prescription medication must contain the following information:

1. The student's name
2. The name and signature of the licensed prescriber and business and emergency phone numbers
3. The name, route, and dosage of medication
4. The frequency and time of medication administration
5. The date of the order
6. The diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian, or student to keep the information confidential
7. Specific directions for administration

B. For short-term prescription medications, i.e., those requiring administration for 10 school days or fewer, the pharmacy-labeled containers may be used in lieu of a licensed prescriber's order. The school nurse shall ensure that there is a written authorization by the parent/guardian which contains:

1. The parent's or guardian's printed name and signature and a home and emergency phone number.
2. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication not be documented;
3. Approval to have the school nurse or school personnel designated by the school nurse administer the prescription medication;
4. Persons to be notified in case of a medication emergency in addition to the parent/guardian and licensed prescriber.

Following the Board of Registration's Nursing Protocols, there is no distinction or requirement for distribution between prescription medications and over-the-counter medications.

Transportation of Medication A parent, guardian or parent/guardian-designated responsible adult shall deliver all prescription medications to be administered by school personnel or to be taken by self-medicating students, if required by the self-administration agreement (105 CMR 0.006(b)), to the school nurse or other responsible person designated by the school nurse.

1. The prescription medication must be in a pharmacy or manufacturer labeled container.
2. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered.
3. In extenuating circumstances, as determined by the school nurse, the prescription medication may be delivered by other persons provided, however, the Nurse must be notified in advance by the parent/guardian of the arrangement and the quantity of prescription medication being delivered to the school.

Dispensing of Medications

The administration of parenteral medications may not be delegated, with the exception of epinephrine or other medication to be administered in a life-threatening situation.

Self-Administration of Prescription Medications

Students may practice self-administration of prescription medications only after the following requirements are met:

- The student, parent/guardian and school nurse enter into an agreement which specifies when prescription medication may be self-administered.
- The school nurse has developed a medication administration plan.
- It is determined by the school nurse, the parent/guardian and the physician that self-administration is appropriate.
- The Nurse must be assured that the student knows how and when to administer medication correctly. First self administration may be observed in the health office.
- The physician and the student's parent/guardian must provide written authorization for self-administration.
- The student must follow procedures for documenting self-administration.
- The school nurse must monitor the student's self-administration.
- The school nurse must maintain a backup supply when possible.
- With the parent/guardian's permission, the school nurse will inform school personnel that the student is self-administering medication.

Students who bring prescription or over-the-counter medication for unauthorized use, distribution, or selling or otherwise make it available will be disciplined in accordance with CCC Policy.

Screenings

Screening Programs Update per DPH

“In August 2021, the State of Massachusetts Department of Public Health issued new guidelines for the vision screening of students in Massachusetts Public schools. These updated protocols can be found at <https://www.mass.gov/lists/school-health-screening>. One piece of this new protocol is the requirement that school nurses refer the following students for a complete comprehensive eye examination regardless of the student's screening outcome when performed at school. We advise parents/guardians to discuss this with their child pediatrician if applicable.

- Students with known neurodevelopmental diagnosis
- Students who have an Individual Education Plan
- Students not meeting education milestones
- Students whose teacher(s) has/have expressed concern for their vision
- Students who declined to participate in vision screening
- Children with complex or multiple disabilities (Special Health Care Needs) whose disability or behavior

prevents them from performing a standard screening.”

State Mandated Screenings

All health screenings conducted in school are required by Massachusetts Law. Screenings are ongoing throughout the school year. Parents and legal guardians shall be provided with an opportunity to request, in writing, that their child not participate in the program. This request must be written each year and be specific to which screening you do not wish your child to participate.

Spinal Screening

Postural screening is conducted for all grades 5 – 9. Parents are notified of concerns and referred to their physician for follow-up.

Vision Screening

Vision screening is conducted for all grades 1 – 5, 7 and 10. Parents are notified if the student does not pass for referral to their physician for follow-up.

Hearing Screening

Hearing screening is conducted for all grades K - 3, 7 and 10. Parents are notified if the student does not pass for referral to their physician for follow-up.

Growth Development Screening

Growth screening is conducted for students in grades 1, 4, 7 & 10. Heights and weights are measured and calculated into BMI or Body Mass Index.

Parents/guardians may choose to opt their student out of mandated screenings by notifying the school nurse in writing of their decision. Parents will need to provide documentation that the student's Health Care Provider has completed the required screenings. Additionally, appropriate grade level screenings are provided to all students new to Collaborative under M.G.L. Chapter 71B.

Pediculosis (Head Lice)

The Cape Cod Collaborative will adhere to the following protocol for the management of pediculosis (head lice) based on the recommendations of the American Academy of Pediatrics, the Massachusetts Department of Public Health, and the National Association of school nurse. The management of pediculosis should not significantly disrupt the educational process. Children found with live head lice or children found with nits that have had no current treatment will be dismissed to parents/guardians for treatment. Head lice are not associated with infectious disease; therefore, students will not be excluded from school after the appropriate lice treatment. The school nurse will determine evidence of treatment prior to the child returning to the classroom. The child may be readmitted to school even if some nits are noted. Further monitoring of the child for signs of re-infestation by the school nurse is appropriate. Parents/guardians will receive education regarding the prevention, early detection, and treatment of pediculosis.

Tobacco and Vaping

Paraphernalia or possession/use of tobacco and/or vaping within school buildings, facilities, on school grounds, and on school buses is prohibited.

Student Pregnancy

The right to an education cannot be denied due to pregnancy. A student who becomes pregnant should inform her school counselor and the school nurse should be notified of her condition so that appropriate plans can be developed. Home-bound educational services shall be provided for the student if they are no longer able to remain in school. School counseling services shall be made available as needed and as appropriate. Students who are pregnant will be permitted to remain in regular classes and participate in extracurricular activities throughout their pregnancy, and, after giving birth, are permitted to return to the same academic and extracurricular program as before the leave.

Safety Procedures

School Security

The Cape Cod Collaborative have instituted several procedures designed to tighten building security and to keep unauthorized persons out of the school building:

- After all buses have arrived and students are in homerooms, all doors in the school are kept locked.
- Any student tardy to school must stop at the main entrance to the school, identify themselves, sign in and secure a pass from the main office before proceeding to class.
- Anyone visiting the school, must stop at the main entrance to the school, identify themselves, and their business. Visitors must secure a visitor's badge from the Main Office which must be worn at all times. Visitors must sign out at the Main Office and return visitor's badge before leaving the building.
- Anyone seeing a stranger in the building without a visitor's badge is to notify the Program Director immediately
- No one may open an outside door to allow someone to enter, not even a known friend.

Video Surveillance

Video surveillance may occur in the schools, on school grounds, or in school vehicles. The CCC supports the use of security cameras throughout the Collaborative for the purpose of enhancing school safety and security, as part of the Collaborative's overall security plan. Security cameras may be used both inside and outside of school buildings and on school buses to record students, staff, and property. Cameras will only be located in public areas such as hallways, large public gathering spaces, parking lots and public walkways. The purpose of these installations is to monitor public areas where the potential for criminal activity is greatest (false fire alarm pulls, graffiti, vandalism, backpack and personal belongings theft, etc.). The cameras shall not be placed in areas where there may be a reasonable expectation of privacy by staff and students (e.g. rest rooms, private offices, department offices, conference rooms, staff lounges, nurse's office). Appropriate signage will be posted in buses and/or in public entryways to buildings and other conspicuous locations informing students, staff, and the general public of the Collaborative's use of security cameras. The posted signs will read: Surveillance Cameras in Use.

Access to video recordings from security cameras shall be limited to the Collaborative's Administration for threats to safety and security. Other school personnel may be authorized to view recordings by the Executive Director or a Program Director if there is a legitimate reason to do so. In compliance with the law, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel. Information obtained through video surveillance may only be used for threats to safety and security,

or law enforcement purposes, or student disciplinary investigations. Any security camera recording used for student disciplinary purposes will only be disclosed as authorized by the [Family Educational Rights and Privacy Act \(FERPA\)](#). Access by others will be determined by the Executive Director.

The administration may review previously recorded footage or live feed footage in circumstances as outlined in the policy to be corroborated or ruled out by the review of such footage. Only the Program Director and/or Executive Director will decide when and if viewing needs to occur. Only individuals authorized by the Executive Director or their designee may view the surveillance recordings. A log book shall include the following details: the persons viewing the data, what event triggered the viewing, the date/time viewed, what was found on the recording, whether the data was copied or forwarded, and what consequences were imposed as a result of the recorded information.

All video recordings will be stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Video recordings (with the exception of those segments that evidence a crime being committed) will be deleted in a timely fashion. All such recordings shall be treated as confidential and shall not be released to individuals or agencies outside of the Collaborative except through subpoena or other court order requiring such release.

School Wide Safety/Emergency Procedures, Protocols and Drills

Fire Drills

Each area of the building has assigned emergency exits. Emergency exits are posted in each room of the building. All students are expected to remain silent and follow the teacher's directions throughout the fire drill. If an evacuation occurs while a student is separated from their class, they are to exit the building through the closest exit and report to the nearest teacher.

Ambulance Procedures

In all life-threatening medical, trauma, and mental health emergencies, 911 is called and the individual(s) will be transported to a nearby hospital. However, in all other emergencies (non life-threatening) the ambulance shall be dispatched according to the patient's or the patient's parent requested destination.

Nonviolent Physical Crisis Intervention

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Cape Cod Collaborative. Further, students of the CCC are protected by law from the unreasonable use of physical restraint. Physical restraint shall be used only by trained staff, in emergency situations, as a last resort, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Currently trained school personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Only school personnel who are trained and currently Safety Care certified pursuant to [603CMR 46.00](#) shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm. Any teacher or any employee or agent of the CCC shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons, or themselves from an assault by a pupil.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption

of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Accidents

Every accident in the school building, on the school grounds, or at any after-school activity must be reported immediately to the person in charge and Program Director. Steps will be taken to see that the injured receives proper first aid treatment. Parents and/or guardians of affected student(s) will be notified of any serious injury. Serious injury requires an accident report to be filled out.

ALICE

The Collaborative trains all staff and students in the ALICE technique as a way to respond to active threats. The acronym ALICE stands for: Alert, Lockdown, Inform, Counter, and Evacuate and empowers the school community to make decisions based on the particular threat occurring. Drills are performed in each school throughout the year.

Discipline

Student Code of Conduct: (direct link to the standards for due process, as set forth in M.G.L. c. 71, §§ 37H, 37H½ and 37H¾,)

In addition to providing students with academic rigor, social emotional support, and educational opportunities, the staff and community of the Collaborative strive to support students’ conduct and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual’s responsibility to respect the rights of others. Finally, it identifies possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due.

Examples of Misconduct

Below are **some** examples of types of misconduct and general definitions. This table is for illustrative purposes only and may not include all forms of misconduct. Other types of misconduct that may result in discipline or other response, such as bullying, harassment, and discrimination, will be addressed in accordance with applicable laws and policies.

TERM	DEFINITION
SUBSTANCE ABUSE	Use, possession, transport, or sale of alcohol, illegal drugs, or any other controlled substance. This includes vape paraphernalia.
WEAPONS	Use, possession, transport, or sale of any firearm, knife, explosive, other dangerous weapon, or any other dangerous sharp-pointed instrument which can cause serious injury or intimidation.
ELECTRONIC DEVICES	Inappropriate use of cell phones, video games, iPods, iPads, smartwatches etc, not in alignment with school protocol.

DISRUPTIVE BEHAVIOR	Conduct that presents a danger to persons or property or interrupts the orderly educational procedure of the school.
DEFIANCE OF AUTHORITY	Refusal to comply with reasonable requests of personnel or rude and discourteous behavior.
SAFETY	Engaging in or threatening to engage in behavior which would cause physical or emotional harm; fighting, running, throwing articles, shoving, and roughhousing, etc.
TARDINESS	Arriving late to class or school.
UNEXCUSED ABSENCE	See Attendance Policy in handbook. Mass. Law Chapter 76: Section 2.
DEFACEMENT OF PROPERTY	Destroying or mutilating school or personal property.
THEFT	Stealing or attempting to steal.
EXTORTION	Obtaining money or property by force of threats.
SMOKING	The use or possession of tobacco of any kind. This includes vaping.
UNAUTHORIZED ARTICLES	Lighters, matches, explosives, drugs, alcohol, weapons, and any disruptive/annoying device, which could cause physical or emotional harm.
FORGERY	Writing or using the signature or initials of another.
OVERDUE OBLIGATIONS	Homework, library books, and parental/clerical communications that are not completed or returned when due, without extenuating circumstances.
INAPPROPRIATE DRESS	Failure to conform to the dress code, as set forth in this CCC Student Handbook
GAMBLING	Participating in games of chance or the purpose of exchanging money or personal property.
PLAGIARISM	The practice of taking someone else's work or ideas and passing them off as one's own

Conduct expectations are based on a system of progressive discipline, where an administrator has the discretion to significantly increase penalties in cases of second or subsequent offenses, or in cases where the severity of the infraction requires it. In addition, student discipline might be provided not only to hold students accountable for inappropriate behaviors but also to teach students about their responsibilities for good citizenship. Students may participate in a community service project or other alternative remedy as a means of accountability. Alternative remedies may include (but are not limited to): structured school day, collaborative problem solving, removal of privileges, referral to outside support (e.g. counseling).

Academic Progress- Please see our [School-wide Education Service Plan.](#)

Vandalism

The CCC will take appropriate measures to protect school facilities, equipment, and other property against vandalism, and, if necessary, will resort to its legal rights to prosecute vandals. Individuals and their parents/guardians who damage, either maliciously or unintentionally, any school property or the property of CCC employees, shall be held monetarily responsible for repair or replacement of the damages. In addition, where appropriate, complaints will be sought in the criminal courts against those who damage such property.

Types of Vandalism

Malicious - The individual(s) deliberately or purposefully damage school property, deface school property, or the property of staff..

Unintentional - Accidental damages arising out of an otherwise innocent activity or the result of carelessness. For example, children playing on school grounds after school may unintentionally damage school property or the property of another. Such acts, nevertheless, still entail financial responsibility.

Disciplining of Students with IEPs

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability. Such modifications will be described in the student's IEP.

As provided for in state and federal regulations:

- Any eligible child may be suspended up to 10 school days in any school year.
- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a Manifestation Determination meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP.
- If the IEP team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment may appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.
- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise
- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is "substantially likely" to injure themselves

for others.

- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student's behavior directly to the Director of Special Education or other supervisory personnel.

School Searches

A student search by a CCC staff member will be found reasonable under the U.S. Supreme Court standard if there are reasonable grounds for suspecting that the student has violated or is violating either State or Federal law or rules of the school. The search itself will be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Reasonable grounds for student search may include, for example, CCC staff member observation that the student possesses contraband material on school premises, or the official's receipt of a report to the effect from a teacher, another school employee, student, or some other reliable source.

Search of student backpacks, pocketbooks and cars on premises: Certain items (including, but not limited to weapons, illegal drugs, alcoholic beverages, tobacco products, stolen property, and so on) may not be stored in backpacks, pocketbooks or cars. The school retains the right to periodically inspect backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules. All school and state laws included above have the purpose of ensuring that school remains a safe haven and students are provided the optimum conditions to learn.

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore: 1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the Program Director or designee will be present when possible. An effort will be made to contact the student's parent/guardian so that the responsible individual may be notified of the situation. 2. If custody and/or arrest are involved, the Program Director will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Disciplinary Investigations

Nothing shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident. After a behavior complaint is made, an investigation will take place. This investigation, in accordance with [M.G.L Ch 76, Section 5](#), will be nondiscriminatory, and will take into account explanations from involved parties and witnesses. Student discipline shall be addressed on an individual basis with each student, and may range from a conversation with the student to an expulsion, depending on the infraction. Individual student discipline will only be discussed with the family/guardians of the child directly involved. No information regarding students or student discipline will be shared with anyone who is not the student's parent/guardian or an authorized representative of the LEA. If the disciplinary procedures herein have been implemented and have been unsuccessful in changing the unacceptable behavior of a student, the parents/guardians will be contacted by the administration and may be asked to come into school to meet with their child's team of teachers and/or the administration.

Suspension

In-School Suspension: removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively for multiple infractions during the school year.

Short-Term Suspension: removal of a student from the school premises and regular classroom activities for 10

consecutive school days or less. May be served in school, at the Program Director’s discretion. Long-Term Suspension: removal cumulatively 10 to 90 days from the school premises and regular classroom activities. The Program Director may, in their or her discretion, allow a student to serve a long-term suspension in school.

- Long-term suspension may not exceed 90 days (becomes expulsion)
- Suspension may not extend beyond the end of the school year in which the suspension is imposed

See Discipline Section above for more discussion on discipline and due process.

Suspension and Extracurricular Activities

Students, who are suspended from school, whether that suspension is an in-school or out-of-school suspension, are ineligible to participate in or to attend any extracurricular activity at CCC or their sending district until the first day they return to school. For example, if a student’s suspension runs through close of school on Friday, that student is not eligible to participate or to attend any school-sponsored activities, whether they are on or off school property, until the student has re-entered school on Monday. Furthermore, if a student’s suspension runs through the close of school on Friday and a vacation period or school cancellation follows, the student is not eligible to participate in or to attend any school-sponsored activities, on or off campus, until the student has re-entered school.

Emergency Removal

Emergency Removal: temporary removal from school, not more than 2 school days following date of removal, when student is charged with offense, and where continued presence poses danger or presents material and substantial disruption, and in the Program Director’s judgment there is no alternative.

Bullying and Harassment

According to [M.G.L. c. 71 s. 37O](#):

“bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, and educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the

victim's property; (ii) places the victim in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Cyberbullying” is:

bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. [See M.G.L. c. 71, § 37O](#) for the legal definition of cyberbullying.

CCC recognizes the rights of all students to attend school in a safe environment that is free of bullying, cyberbullying, and harassment. Verbal, physical, and sexual harassment of others will not be tolerated. Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance

counselor, adjustment counselor, or administrator. Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

The Program Director or designee will promptly investigate all reports of bullying, cyberbullying, or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. Procedures for investigating reports of bullying and retaliation will be consistent with Cape Cod Collaborative's policies and procedures for investigations.

Upon determining that bullying, cyberbullying, or retaliation has occurred, the Program Director or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Program Director or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school can take appropriate action. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Program Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Program Director will notify the local law enforcement agency. Notice will be consistent with the requirements of [603 CMR 49.00](#) and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Program Director or designee shall contact the local law enforcement agency if they have a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

The Program Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Program Director or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Program Director or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. In instances where bullying is not substantiated, this event may fall under other categories of the discipline code.

Depending upon the circumstances, the Program Director or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The Program Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Program Director or designee cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a stay away order or other directive that the target must be aware of in order to report violations. The Program Director or designee shall inform the parent/guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Bullying Prevention and Intervention Policy see attached

Please click on the link to see the policy.

Procedures for Responding to Harassment Complaints

Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance counselor, adjustment counselor or administrator.

“Harassment” includes, but is not limited to, inappropriate or unwanted conduct when related to a person’s sex (including gender identity and sexual orientation), race, color, national origin, religion, age, handicap and/or disability. In order to give rise to a complaint, harassment must be sufficiently severe, persistent, or pervasive that it adversely affects a student’s education by creating an intimidating, hostile, or humiliating environment. For a one-time incident to rise to the level of harassment, it must be severe.

Sexual harassment is also included in this area. When a student comes forth with a complaint that they have been the subject of sexual harassment, the procedures set forth in the Collaborative’s Policy on Sexual Harassment will be followed. Consequences for students are a verbal warning; reprimand; a written warning/reprimand entered into the student’s file; suspension; expulsion; an apology to the victim; a written paper on the topic; learning about sexual harassment; referral for psychological assessment; parental/student/school administrator conference; police involvement; community service; other sanctions deemed appropriate by the school administrator.

In any of the above cases where an act of harassment, including sexual harassment, is charged, the person affected should refer their allegation to the compliance officer:

Dr. Hope Hanscom
Executive Director
418 Bumps River Rd.
Osterville, MA 02655
Telephone: (508) 420-6950

Complaints of Harassment

If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the Principal or his/her designee as soon as possible. If you do not wish to discuss the issue with him/her, or if he/she does not address the problem in an effective manner, you should inform the Director of Special Education or Director of Finance. The office is located at 418 Bumps River Rd. Osterville, MA. The telephone number is 508-420-6950.

Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will typically include a private interview with the person filing the complaint and with witnesses. We will typically also interview the person alleged to have committed harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate, we will also impose disciplinary action.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by an employee or student, we will take such action as is appropriate under the circumstances.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to harassment, you may file a formal complaint with one of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. The EEOC and the MCAD has a short time period for filing a claim (300 days).

1. The United States Equal Employment Opportunity Commission ("EEOC")--FOR EMPLOYEES

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800) 669-4000

2. The Massachusetts Commission Against Discrimination ("MCAD")--FOR EMPLOYEES

Boston Office:
One Ashburton Place - Rm 601
Boston, MA 02108
(617) 994-6000

Springfield Office:
436 Dwight Street, Rm 220
Springfield, MA 01103
(413) 739-2145

Worcester Office:
484 Main Street, Rm 320
Worcester, MA 01608
(508) 453-9630

3. Office for Civil Rights of the United States Department of Education--FOR STUDENTS

J.W. McCormack Post Office & Courthouse, Room 222
Boston, MA 02109
Telephone 617-223-9662 & TTD 617-223-9695

Hazing Law

[Chapter 269 of the Massachusetts General Laws](#) states:

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 wilfully 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 themselves 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.

Transportation and School Bus Discipline Procedures

(please note: the following sections pertain to all school bus travel, including, but not limited to, late buses)

STAR Program:

Bus stops and routes are developed in coordination with the bus contractors. All students are to get on and off at their own designated bus stop. **Students who ride the bus home from the STAR Program must be received at the bus stop by a parent or a pre-designated adult on file in the office.**

Our top priority is student safety. For this reason, bus changes will only be approved for **permanent arrangements** or **unexpected emergencies**. We cannot accommodate temporary changes—such as playdates or social visits—as they make it more difficult to ensure that every student is accounted for and on the correct bus at

dismissal. If an emergency arises, please provide a written note or call the school office with the details so we can make the necessary arrangements. Thank you for helping us keep all students safe and accounted for. Students are not permitted to eat or drink while on the bus. All drinks carried on the bus must be unopened and in spill-proof, non-glass containers.

Student Conduct on School Buses

Staff share with students and parents/guardians the responsibility for ensuring student safety during transportation to and from school. Authority for enforcing student conduct requirements on school buses rests with the Program Director.

To ensure the safety of all students who ride in buses it is expected that all students maintain appropriate behavior. Where applicable, all behaviors listed in the Student Code of Conduct section of our parent/student handbook also apply to the bus. Examples of unacceptable bus behavior are:

1. Distracting the bus driver while driving
 2. Use of inappropriate language (oral or written) or gestures
 3. Noncompliance with a driver's safety request
 4. Voice volume that is too loud
 5. Damaging/defacing bus interior or exterior
 6. Out of seat while the bus is moving
 7. Physical horseplay
 8. Threatening behavior
- (The list is not exhaustive.)

Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by their sending district.

In the case of misconduct on a bus, the incident will be reported via a bus slip to school administration. The Administrator will promptly investigate the misconduct. When a student's bus misconduct results in suspension of riding privileges, a meeting will be held with the Program Director, parent/guardian, bus contractor, and student. Parents/guardians will be given 24 hours' notice prior to a suspension of bus privileges for their child. Parents/guardians will be responsible for transporting their child to and from school when bus riding privileges have been suspended.

Confirmed Bus Misconduct #1: The student may receive a verbal reprimand, bus safety instruction and seat change if warranted.

Confirmed Bus Misconduct #2: The student may be assigned to a front seat for up to but not more than five (5) days.

Confirmed Bus Misconduct #3: The student may be suspended from riding the bus for up to but not more than five (5) days.

Confirmed Bus Misconduct #4: The student may be suspended from riding the bus for up to but not more than twenty (20) school days-4 weeks.

Confirmed Bus Misconduct #5: The student may be suspended from riding the bus for one (1) school term.

The above disciplinary measures are meant as a guide to students, parents/guardians and school administrators. A student may be denied transportation by the Program Director, when in their opinion the student's behavior jeopardizes the safety of other students riding that bus.

Parents/guardians will be held financially responsible for any repair costs as the result of defacing or damaging the bus.

Students Driven to School

1. Parents/guardians driving their child to school are to let the student off in the designated drop-off area. Parents must be attentive to directions from personnel in the area. Students should exit the car on the curbside. Personnel are available to assist. There is NO PARKING or idling in the drop-off area and, in most cases, the parent/guardian does not need to get out of the vehicle.
2. Waypoint Academy: Student arrival time is 8:00 AM. Students arriving after 8:30 AM will be marked tardy. STAR Program: Student arrival time is 9:00 AM. Students arriving after 9:30 AM will be marked tardy.
3. No students are allowed to be dropped off at school prior to the arrival time.

Students Picked Up at the End of the School Day

1. School personnel must be notified in advance that a student is being picked up by a parent/guardian or designee.
2. Waypoint Academy: Dismissal is at 2:30 PM
Star Program: Dismissal is at 3:00 PM
3. There is no parking permitted in the Fire Lane or in front of the building.
4. Students will only be released to parents/guardians or designees age 18 or over.

Waypoint Academy:

The Collaborative develops bus stops and routes in coordination with the bus contractors. All students are to get on and off at their own designated bus stop.

If a student is to ride another bus, walk home or travel to a friend's house, or be picked up by a parent/guardian or friend, they must bring in a note indicating so and submit it to the Main Office by. **Verbal permission will not be accepted** unless an emergency exists.

Our top priority is student safety. Therefore, bus changes will only be approved with district permission for permanent arrangements or in the event of an unexpected emergency. We cannot accommodate temporary changes—such as social visits—as they make it more difficult to ensure that every student is accounted for and on the correct bus at dismissal. If an emergency arises, please provide a written note or call the school principal with the details so we can make the necessary arrangements. Thank you for helping us keep all students safe and accounted for. To ensure safety for our students and bus drivers, our buses are equipped with electronic monitors that record video and audio when the bus is in motion.

Student Conduct on School Buses

It is expected that students having the privilege to ride a school bus to and from school will cooperate fully with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers. Furthermore, bus drivers must follow a prescribed route in a timed schedule. Student misbehavior causing danger or unnecessary delay will not be tolerated.

Any student reported for misbehavior on a school bus, going to or from a school bus, or at a school bus stop will receive appropriate consequences.

- It is essential that each student cooperate with the driver for the safety of all concerned.
- Students will stand back from the roadway while awaiting arrival of the bus. They will refrain from throwing objects or acting disorderly at a bus stop.
- Students will be picked up and discharged at regularly scheduled stops only.
- Students will enter the bus in an orderly fashion, go directly to a seat and remain seated until the destination is reached.

- Smoking, vaping, or consuming drug-enhanced edibles is not permitted on any school bus at any time for any reason. Possession, use, or distribution of any illegal substances is strictly prohibited and will be subject to the CCC Student Code of Conduct.
- Littering or defacing any part of the bus is prohibited.
- Students must keep their arms and legs inside the bus at all times and out of the aisles once seated.
- All articles such as book bags, athletic equipment, musical instruments, etc., must be kept out of the aisles.
- Disorderly conduct on the bus will not be tolerated.
- Personal electronic devices cannot create a disruption on the bus or cause harm to any individuals on the bus. The volume on such a device is expected to be off at all times. Operation of a device is only allowed by the individual who owns the device.
- **THE EMERGENCY DOOR IS TO BE USED FOR EMERGENCIES ONLY.**
- Students will not touch any safety equipment on the bus at any time.

Discipline Relative to After School Hours and Off School Grounds

Discipline may be imposed as a result of conduct occurring after normal school hours or off school property if such conduct occurs between or among students and is related to school activities, events or actions during attendance at school. In determining whether discipline should be imposed for incidents occurring after school hours or off school property, the appropriate administrator, in consultation with the Executive Director or their designee must first make a factual determination that such conduct, if occurring during the normal school day, at a school-sponsored event or on school property would be subject to disciplinary procedures. Factors to be considered by the administration include, but are not limited to, the degree to which the conduct threatens the safety of other persons and property and whether there is a reasonable likelihood that such conduct may negatively affect or interrupt the educational environment.

In addition, if a student were to engage in unlawful and/or improper conduct outside of school, thus raising serious question about the effect that their presence in school might have on the rest of the student body or the staff, the Program Director or designee may consider such out of school activity sufficient cause for disciplinary action including suspension and or expulsion. When a felony complaint or conviction of a student arises, [Massachusetts General Laws Chapter 71 Section 37 H 1/2](#) will be followed. That statute states:

Notwithstanding the provisions of section 84 and sections 16-17 of chapter 76:

(1) “Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled will suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director

The student shall have the right to appeal the suspension to the Executive Director in writing of their request for an appeal no later than five calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student’s parent/guardian within three calendar days of the student’s request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Program Director, including recommending an alternate educational

program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be final.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Program Director of a school in which the student is enrolled may expel said student if such Program Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall have the right to appeal their expulsion to the Executive Director. The student shall notify the Executive Director, in writing, of their request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent/guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Program Director, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final.

Grievance Procedure

A grievance is a complaint brought by a student, or group of students, who feel that a provision of school regulation has been misinterpreted, applied inequitably or unjustly. When a grievance is alleged, the following procedures should be followed:

1. The aggrieved party should attempt remediation through a conference with the staff member involved. Should this prove unsatisfactory or undesirable, the grievance may be taken to the school counselor (if applicable).
2. The aggrieved party, if dissatisfied, may present their grievance to the Program Director, who after hearing the facts and after consultation with the staff member, may take any action they think is necessary.
3. If the aggrieved party feels the solution/decision is not agreeable, they may appeal to the Executive Director, who, after consultation with the Program Director, may take any action deemed necessary.
4. Unless the grievance relates to an action or failure to act of the Executive Director, the Executive Director's decision is the final decision of the Collaborative. If the grievance is with an action or failure to act of the Executive Director, the grievance may be appealed to the Board of Directors, after first being brought to the Executive Director for attempted remediation.

Parent/Guardian Involvement

Gifts

CCC employees must abide by strict ethical standards, including with respect to the acceptance of gifts. Elaborate gifts by parents or students to school personnel are discouraged. Letters to staff members are always welcome and are considered more appropriate than gifts as a means of expressing gratitude.

Volunteers

For anyone interested in chaperoning field trips and volunteering to help teachers or help at school events, please remember that you need to have a current CORI form on file with the Cape Cod Collaborative. Your form

needs to be completed and you will need to present a valid driver's license in person at CCC. Once you have been approved, your form is valid for all the programs in our Collaborative for three years. Volunteers must sign in at the school's main office prior to every session, wear a Visitor tag while in the school, sign out, and return tag to the main office at the end of each session. A picture ID will need to be provided on your first visit.

Visitors

The administration encourages parents to visit the school at any time to share in a specific activity that takes place during the course of a regular school day. Visitors, however, are asked to notify the main office of their child's school at least one day prior to the visit. School friends or relatives of the student are not allowed to visit school for the purpose of attending classes for part of or the entire school day. All visitors are required to report to the school office whenever they enter the school, sign in and obtain a visitors pass.

Student Photo/News Release

With the implementation of technology in education, many aspects of our school life will provide us with the opportunity to publish photographs and/or names of students. We have many printed, video and/or computerized publications which showcase all aspects of school life that are made available to the public.

Parents/guardians are asked to sign a Picture Permission Form Release annually when they complete the Returning Student Information Packet. This form seeks permission from parents/guardians for their child to be included in any photo, video, or school website that may be viewed by the public and for their child's photo to be used in the yearbook.

The following section pertains ONLY to students who attend Waypoint Academy

Motor Vehicle

Parking on school property is a privilege, not a right. Students may drive to school once they fulfill the requirements listed below. This procedure pertains to motorcycles and mopeds, as well as automobiles. Students driving to the school and parking at the school are expected to comply with all Massachusetts State Laws with regards to the registration and inspection of their motor vehicles.

I. Student Drivers

- A.** Juniors and Seniors must fill out the Collaborative form "Student Parking Permit Application" and file it with the administration. You must provide a copy of your driver's license and registration.
- B.** Applications are processed in the grade 10-12 Program Director's office. Once a parking permit is approved and issued, it must be displayed on the automobile as directed in the "Student Parking Permit Application" that is given to each student.

II. Driving and Parking Regulations

- A.** All motor vehicles must enter and leave the parking lot in a slow and careful manner. There is a firm 10 M.P.H. speed limit on school property, and all drivers and their passengers must wear safety belts. Any violation of the 10 M.P.H. speed limit, failure to adhere to safety belt regulations, or reckless use of a motor vehicle will be cause for automatic suspension of the driving privilege. The first offense will result in three (3) weeks suspension of the driving privilege; for the second offense, a suspension of the driving privilege for the remainder of the semester will occur.
- B.** In order to retain the privilege of driving on school grounds, each student driver must drive in a responsible manner while driving to and from school.
- C.** Students may lose their parking privileges for the following reasons:
Exhibit persistent and/or excessive tardiness (more than 5 in a term)

Academic ineligibility

Accumulate more than thirteen absences (without initiating the attendance appeal process) Leaves the building without permission

Serves an ISS or OSS

- D.** Students may only park in their assigned parking spot.. A first offense will result in one (1) office detention. A second offense will result in a suspension of driving privileges for up to three (3) weeks. A third offense will result in a suspension of driving privileges for the remainder of the semester.
- E.** The vehicle, any contents within the vehicle, and any passengers are the sole responsibility and liability of the driver.
- F.** Students cannot sit in their vehicles or remain in the parking lots for extended periods of time. Upon arrival at school, students are expected to enter the building and upon dismissal from school, students are expected to leave the parking lot.
- G.** Students parking in either spaces marked reserved or in areas not designated for parking will be subject to loss of parking privileges and/or towing.
- H.** If it becomes necessary to tow a vehicle for any reason, the cost will be charged to the student. **J.** Student cars parked on school grounds are subject to search in accordance with applicable law and policy. See School Searches section, above.

Grading

Student Information System: Infinite Campus

CCC utilizes the Infinite Campus Student Information System to maintain student information, scheduling, attendance, discipline, and grading. A student's profile is available online through a parent login, and can be accessed through a hyperlink that is on the school's web page. If you do not have a login or need help, please contact the Program Director.

Eligibility for a Diploma

A student's eligibility for their sending school district's Diploma is contingent on the recommendation of the sending district. The District's recommendation shall be based on the satisfactory completion of their graduation requirements.

Graduation Ceremonies

CCC students are entitled to attend graduation ceremonies at both their CCC Program and their sending school district. There are established rules and procedures that regulate the graduation ceremonies. These rules, which are disseminated to the seniors at graduation rehearsals and reviewed with them by the Principal, specify who may participate, the conditions of participation, and the general procedures. In order to participate in the graduation ceremonies a senior without the requisite credits/courses must be able to complete their graduation credits before the conclusion of the graduation school year. This plan must be set with administration approval.

Students who violate the rules and procedures that govern the graduation ceremony shall have their diplomas withheld. The student will then have to appear before the School Committee to request the release of their diploma. The release of any diploma shall not be automatic upon request. Participation in graduation ceremonies is a privilege, not a requirement; a student may be denied participation in graduation when personal conduct or failure to meet obligations so warrants.