



STUDENT & FAMILY HANDBOOK

CCC Public Day Schools

2026-2027

Waypoint Academy
1175 Route 28
South Yarmouth, MA 02664

STAR Program
418 Bumps River Road
Osterville, MA 02655

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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 Cape Cod Collaborative provides high-quality, inclusive special education programs where diverse learners thrive, develop independence and reach their full potential in a safe, supportive environment. We also serve member Districts with flexible, responsive supports, including transportation, professional development, and student leadership opportunities.

Vision:

Partner and collaborate with districts to be a regional catalyst for exceptional educational programs, services, and supports leading to meaningful outcomes for all students.

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.

2026-2027 Calendar

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 PM
Summer ESY 8:00 AM - 1:00 PM
Progress Reports:
Q1: Nov 2nd Q3: April 2nd
Q2: Jan 21st Q4: June 21st

CAPE COD COLLABORATIVE PUBLIC DAY SCHOOL 2026-2027 CALENDAR

Approved by CCC BOD on 01/14/2026

STAR PROGRAM
418 Bumps River Rd
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 AM - 2:00 PM
Progress Report:
Term 1: Nov 24th Term 2: March 11th
Term 3: June 21st

July
3rd- Independence Day/CCC Closed
ESY Wk 1: 7/6/26-7/9/26
Wk 2: 7/13/26-7/16/26
Wk 3: 7/20/26-7/23/26
Wk 4: 7/27/26-7/30/26

JULY 2026						
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	

AUGUST 2026						
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					

August
ESY Wk 5: 8/03/26-8/06/26
Wk 6: 8/10/26-8/13/26
26th&27th - New Staff Orientation
31st- Staff Days/No Students

September
1st- Staff Days/No Students
2nd- First Day of School for Students
4th- No School
7th- Labor Day/No School
18th- In Service/Half Day for Students
(19 Days)

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
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20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

October
9th- All Cape Professional Development/No School for Students
12th- Indigenous Peoples Day/No School
(20 Days)

November
6th- In Service/Half Day for Students
11th- Veterans Day/No School
25th-27th- Thanksgiving Break/No School
(17 Days)

NOVEMBER 2026						
S	M	T	W	Th	F	S
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29	30					

DECEMBER 2026						
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13	14	15	16	17	18	19
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27	28	29	30	31		

December
11th- In Service/Half Day for Students
24th-31st Winter Vacation/No School
(17 Days)

January
1st- Holiday Break/No School
18th- Martin Luther King Jr. Day/No School
29th- In Service/Half Day for Students
(19 Days)

JANUARY 2027						
S	M	T	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February
15th- Presidents' Day/No School
16th- 19th- February Vacation/ No School
26th- In Service/ Half day for students
(15 Days)

March
26th- Staff Training/No School Students
(22 Days)

MARCH 2027						
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 2027						
S	M	T	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April
9th- In Service/Half Day for Students
19th- Patriot's day
20th- 23rd- April Vacation/No School
(17 Days)

May
21st- In Service/Half Day for Students
31st- Memorial Day/No School
(20 Days)

MAY 2027						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
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
18th- Juneteenth/No School
21st- Half Day/tentative last day of school for students (180th day)
28th- 185th (Includes 5 Inclement Weather days)
(14 Days)

■ First/Last Day of School ■ No School-Holidays & Staff Training Days ■ Half Day of School for Students ■ ESY(Extended School Year)

Public Day Schools

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Executive Director

Dr. Joan M. Woodward

Director of Special Education

Patrick Murphy

Business Manager

Dr. Sonia Tellier

Director of Professional Growth and Innovation

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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 elementary school aged 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 require more supports and services than a traditional public school setting. The STAR programming offers instruction in a therapeutic milieu and incorporates principles of Social-Emotional Learning (SEL) and trauma sensitive environments.

Additionally, the STAR Program supports students with intellectual, behavioral, and communication needs. Programming addresses 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.

STAR programming also supports students who require access to the curriculum through entry/access skills, 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 Academy 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 student-to-staff ratios. Students in high school work toward meeting their sending school district graduation requirements to earn a diploma.

Extended School Year (Summer) Program

The Cape Cod Collaborative offers 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 runs for six weeks, Monday through Thursday during July and August.

- Waypoint Academy students attend 8:00am - 1:00pm.
- STAR Program students attend 9:00am - 2:00pm.

During ESY, breakfast and lunch is provided, yet 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 prohibits 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 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 a 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 without a doctor's note 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 front entrance.

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: [M.G.L. c 76, § 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 student's absence notification program as required by [M.G.L. c. 76](#).

Dismissal

Early dismissal requests are to be received by the front office by 1:00 PM for Waypoint Academy and 2:00 PM for STAR, 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 Infinite Campus 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 program early because of a health/safety problem at that program, we will limit the dismissal to the students in that program. Parents/Guardians need to have arrangements in place in the event of an early dismissal. In the event of school closing due to weather conditions, all activities scheduled during and after school hours will be canceled and may be 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 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. 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.

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. counselor/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 of the school day 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/guardians will be contacted immediately. 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 may 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 assistive technology articulated in Individualized Education Programs (IEPs). Use of electronic devices at school are subject to the Personal Electronic Policy and any applicable laws and regulations, including but not limited to [M.G.L. c. 272, § 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 programs 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 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 re-inspections of school buildings every three years, 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. All students and parents/guardians must sign a Personal Electronics Policy 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 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 \(DESE\)](#), the [Commission for the Protection of Persons with Disabilities \(CPPD\)](#), 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 providing support

and assistance to the students of active-duty military families. Cape Cod Collaborative works with our member districts 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/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/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/guardians for inspection and review, upon request to the Program Director.

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 bathroom 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 with 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.

Some limited quantities of donated clothes are available should families forget to send an extra change. If your child comes home in these clothes, please launder and return them. If no appropriate clothes are available after a student soils 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 program 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 Program Director. When an item is missing students should inquire with the teacher, counselor, or Program Director to see if it has been found. The programs 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 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/Guardians are encouraged to participate in developing a BSP before it is initiated.

Parents/Guardians are asked to sign any BSP and are provided with a copy.

Parents/Guardians are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding the management of behavior for their child. Parents/Guardians 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.

Social Emotional Learning (SEL)

The Cape Cod Collaborative 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) offers 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, including collaborative problem solving and restorative practices.

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 (LEP) students 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 English instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. If parents/guardians do not want their eligible 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 and to the sending districts at the conclusion of Terms 1, 2, and 3.
- **Waypoint Academy:** Report cards and progress notes are sent home and to the sending districts at the conclusion of Quarters 1, 2, 3, and 4.
- **Extended School Year (ESY):** Progress reports are sent home and to the sending districts at the conclusion of ESY programming.

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, while some students may have direct counseling services indicated in their Individualized Education Program (IEP).

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

Cape Cod Collaborative, 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

Cape Cod Collaborative, in coordination with the sending district, must ensure protections for youth experiencing homelessness and remove barriers for enrollment and retention as set forth in the McKinney-Vento Homeless Assistance Act (2002). 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/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 family residents in the district.

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

Reporting Suspected Child Abuse and Neglect

Per [M.G.L. c 119, § 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 child'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 and Cape Cod Collaborative program to maintain extensive and sometimes personal information about the student and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, 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 [M.G.L. 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/program 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.

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 [M.G.L. c 71, § 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 program director. Upon receipt of such a request, the program director 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 [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 (Director of Student Services and/or Executive Director) 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 licensed school nurse is on duty during school hours. The nurse provides care for illness and injury, administers medications in accordance with state regulations, conducts required health screenings, and supports students with chronic or complex medical needs.

Students who feel ill during the school day must receive permission from staff before reporting to the Health Office, except in urgent or emergency situations.

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, school nurse, and program director. 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 parent/guardian 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 program 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 program can contact you in case of an emergency.

Physical Examinations and Immunizations

[M.G.L. c. 71, § 57](#) 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 with their sending district. 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 sending district and Cape Cod Collaborative program.*

- Immunizations and boosters are required at regular intervals. Parents/Guardians 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, rubella, and 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

Cape Cod Collaborative 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 program director.
- Scented humidifiers and diffusers.
- Plug-in or aerosolized air fresheners (i.e., Glade Air Fresheners, Air Wick, Wall Flowers).
- Any device that requires a flame, electricity, or any heat producing device to achieve fragrance output (i.e., 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

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 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 ten (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/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 a 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 210.00](#)), 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 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, selling, or otherwise make it available will be disciplined in accordance with Cape Cod Collaborative Policy.

Screenings

Screening Programs Update per the Department of Public Health (DPH)

It is required 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 (IEP);
- 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/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 in.

Spinal Screening

Postural screening is conducted for all grades 5 – 9. Parents/Guardians 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/Guardians 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/Guardians 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/Guardians 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. c 71B](#).

Food

Students are not allowed to share food from home or food provided by school.

Snacks

Students who received Cape Kids Meals bags also have snacks available to them during the school day.

Snacks may be available for all other students during the school day. These snacks are simple, prepackaged items like crackers or pretzels. The purpose of offering snacks is to help them engage and focus on learning. Snacks will only be provided when available and will be distributed in a safe manner. Parent/Guardian permission will need to be. We are mindful of food allergies. Please inform the program of any known allergies or dietary restrictions if you have not already done so this year.

Please inform staff if you do not want your child to receive snacks.

Celebrations

No outside food that is prepared at home for sharing will be allowed during the school day. Only products that are labeled, pre-packaged, or purchased from a licensed vendor will be allowed.

Parents/Guardians will notify staff if they plan on bringing in food to share with their class at least one (1) day before.

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 Nurses. 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 their school counselor and the school nurse should be notified 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 their 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 has instituted several procedures designed to tighten building security and to keep unauthorized people 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, and sign in before proceeding to class.
- Anyone visiting the school must stop at the main entrance, 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 who sees 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 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/vans 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 students and staff (e.g. restrooms, private offices, department offices, conference rooms, nurse's office).

Appropriate signage will be posted in buses, vans, 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. The location of 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 Cape Cod Hospital.

Emergency Seclusion

Seclusion is defined as the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. Seclusion is prohibited in public education programs except in an emergency situation as a last resort on an individual student basis, and only if the conditions listed in [603 CMR 46.07\(2\)](#) are documented in advance.

At all times during an emergency seclusion, staff will continuously observe and actively monitor the student. Any space used for emergency seclusion shall be clean, safe, and sanitary; appropriately lit, ventilated, and heated/cooled; in compliance with local fire and building codes; and appropriate for the purpose of calming the student. Emergency seclusion shall cease as soon as the student no longer poses a threat of assault or immediate physical harm OR if the student is observed to be in severe distress.

The use of seclusion may only be utilized with consent from all three of the following parties.

A **parent /guardian** of a minor child or student, having obtained the age of majority, must consent to the use of seclusion in an emergency situation as a last resort where the child's behavior poses a threat of assault or serious physical harm to self or others and understand that such emergency seclusion will be used only when all other less intrusive interventions have been deemed ineffective or inappropriate.

A **physician** must review the case of an individual student in relation to the potential use of emergency seclusion as outlined in [603 CMR 46.07\(2\)](#) and determine the following:

- **Contraindication Review:** Based on my professional assessment of the available information at the time of this review, including the student's history of respiratory, seizure, cardiac, or other physical health conditions, I found there are no medical contraindications that would render the use of seclusion in an emergency situation of last resort medically unsafe for this student.

A **licensed mental health professional**, must review the case of an individual student in relation to the potential use of emergency seclusion as outlined in [603 CMR 46.07\(2\)](#) and determine the following:

- Psychological / Behavioral Justification: Based on my professional assessment of the available information at the time of this review, there is sufficient psychological or behavioral justification for the possible use of seclusion in an emergency situation of last resort where the student presents a risk of imminent, serious, physical harm to self or others.
- Contraindication Review: Based on my professional assessment of the available information at the time of this review, including the student's trauma history, behavior patterns, and mental health needs, I found no psychological or behavioral contraindications that would make the use of emergency seclusion unsafe, harmful, or otherwise inappropriate for this student.

Pursuant to [603 CMR 46.02](#), time-out shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student should be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

The use of time-out procedures during which a staff member remains accessible to the student shall not be considered seclusion. Any room or area used for time-out must be clean, safe, and sanitary; appropriately lit, ventilated, and heated/cooled; in compliance with local fire and building codes; and appropriate for the purpose of calming the student.

Safety Care- QBS

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, when there is imminent harm to self or others. Only school personnel who are trained and currently Safety Care certified pursuant to [603 CMR 46.00](#) shall administer physical restraints.

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.

CCC Administrators shall make reasonable efforts to inform the student's parent/guardian of the restraint within 24 hours of the event and shall notify the student's parent/guardian by written report within three (3) school days of the restraint. The information in the report shall comply with [603 CMR 46.06\(4\)](#). The written restraint/seclusion report must be provided to the student's parent/guardian in the language in which report cards and other necessary school-related information are customarily provided. The CCC Administrators shall provide the student and their parent/guardian an opportunity to comment orally and in writing on the use of the restraint/seclusion and on information in the written report.

Accidents

Every accident in the school building and on school grounds must be reported immediately to the Program Director, and the injured will receive proper first aid treatment. Parents/Guardians of affected student(s) and the sending district 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 in collaboration with the Barnstable and Yarmouth Police Departments.

Discipline

Student Code of Conduct

In addition to providing students with academic rigor, social emotional and behavioral health 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 as aligned to their Individualized Education Programs. 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. 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, such as bullying, harassment, and discrimination, that may result in discipline or other responses will be addressed in accordance with applicable laws and policies.

TERM	DEFINITION
SUBSTANCE ABUSE	Use, possession, transport, distribution, or sale of alcohol, illegal drugs, or any other controlled substance. This includes vape

	paraphernalia.
WEAPONS	Use, possession, transport, distribution, 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, elopement, throwing articles, shoving, and roughhousing, etc.
TARDINESS	Arriving late to class or school.
UNEXCUSED ABSENCE	See Attendance Policy in handbook. M.G.L. c. 76, § 2.
DEFAACEMENT 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 device, which could cause physical or emotional harm.
FORGERY	Writing or using the signature or initials of another.
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. 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).

Vandalism

Cape Cod Collaborative 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, including Manifestation Determinations. Cape Cod Collaborative follows student discipline procedures outlined in [603 CMR 53.00](#), Student Discipline, including:

- Discipline procedures in state law, [M.G.L. c. 71, §§ 37H & 37H1/2](#), district-wide, and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). [34 CFR § 300.354](#).
- Beginning on the eleventh (11th) school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided Free Appropriate Public Education (FAPE) services during the period of removal to allow them to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. [34 CFR § 300.530\(b\) & \(d\)](#).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days, regardless of the manifestation determination. [34 CFR § 300.530\(g\)](#). The IEP Team

must determine the IAES.

School Searches

A student search by a Cape Cod Collaborative staff member will be found reasonable 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, bags, handbags, and cars on premises: Certain items including, but not limited to weapons, illegal drugs, alcoholic beverages, tobacco products, stolen property, etc. may not be stored in backpacks, bags, handbags, or cars. The school retains the right to periodically inspect backpacks, bags, handbags, and 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 individual responsible 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. c 76, § 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 a termination of placement, depending on the infraction. Individual student discipline will only be discussed with the family/guardians and the sending district 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.

Suspension

The use of suspension is used only in extreme cases and in order to protect the health and safety of the student in question, other students, and staff.

Progressive Discipline

Student discipline will consist of progressive discipline which includes detention, in-school suspension, out-of-school suspension, expulsion, and revocation of class privileges. In all cases, and consistent with [M.G.L. c. 71, §§ 37H, 37H1/2, and 37H3/4](#), the Program Director and/or designee reserves the right to apportion discipline as deemed to be in the best interest of the student and the overall school environment.

Under [M.G.L. c. 71, § 37H3/4](#), school administrators are required to consider a variety of ways to re-engage the student in learning, and avoid suspension. Possible alternatives to long-term suspension include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. Under [M.G.L. c. 71, § 37H3/4](#), administrators must:

- Consider ways to re-engage the student in the learning process.
- Not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.

Types of Suspension

- **In-School Suspension:** Removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (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 ten (10) consecutive school days or less. May be served in school, at the Program Director's discretion.
- **Long-Term Suspension:** Removal cumulatively ten (10) to ninety (90) days from the school premises and regular classroom activities. The Program Director may, in their discretion, allow a student to serve a long-term suspension in school. Long-term suspension may not exceed ninety (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.*

Procedures for Short-Term Suspension

The Program Director or their designee may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension.

1. Oral and written notice of the changes in English and the primary language of the home if other than English. The notice shall include:
 - a. Disciplinary offense;
 - b. Basis for the charge;
 - c. Potential consequences, including the potential length of the suspension;
 - d. Opportunity to have a hearing with the program director and parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and present the student's explanation of the alleged incident;
 - e. Date, time, and location of the hearing;
 - f. Right of the parent/guardian and student to interpreter services at the hearing; and
 - g. If the student may be placed on a long-term suspension following the hearing with the Program Director.
 - h. Right to appeal the principal's decision to the Program Director.
2. At the hearing, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The program director shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the program director must be able to document reasonable efforts to include the parent/guardian. The program director is presumed to have made reasonable efforts if the program director sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
3. Based on the available information, the program director shall make a determination as to whether the student committed the disciplinary offense and what remedy shall be imposed. The program director shall notify the student and parent/guardian in writing of their decision, the reason for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a preschool program or in grades K-3, the program director shall send a copy of the written determination to the program director and explain the reasons for imposing and out-of-school suspension, before the suspension takes effect.

Procedures for In-School Suspension

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. If the program director chooses this alternative, the program director shall inform the student of their opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the program director shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The program director shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.

This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The program director shall also send written notice to the student and parent/guardian about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent/guardian to the above-described meeting, if such meeting has not already occurred.

Procedures for Long-Term Suspension

1. Oral and written notice of the changes in English and the primary language of the home if other than English. The notice shall include:
 - a. Disciplinary offense;
 - b. Basis for the charge;
 - c. Potential consequences, including the potential length of the suspension;
 - d. Opportunity to have a hearing with the program director and parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and present the student's explanation of the alleged incident;
 - e. Date, time, and location of the hearing;
 - f. Right of the parent/guardian and student to interpreter services at the hearing; and
2. The program director shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the program director must be able to document reasonable efforts to include the parent/guardian. The program director is presumed to have made reasonable efforts if the program director sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the program director may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person, at the choice and expense of the student or their parent/guardian.
5. At the hearing, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the program director and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent/guardian shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the program director should consider in determining consequences for the student.
7. Based on the available information, the program director shall make a determination as to whether the student committed the disciplinary offense and what remedy shall be imposed. The program director shall notify the student and parent/guardian in writing of their decision including the disciplinary offense, date on which the hearing took place, participants in the hearing, key facts and conclusions reached by the program director, length and effective date of the suspension and date of return to

school, notice of the student's opportunity to receive education services to make academic progress during the suspension, and the student's right to appeal the program director's decision to the program director or their designee if a long-term suspension has been imposed. A parent/guardian or the student shall file a written notice of appeal with the program director within five (5) calendar days of the effective date of the long-term suspension.

8. If the student or their parent/guardian requests an appeal from the program director, the appeal hearing shall happen within three (3) school days of the student's request, unless an extension is mutually agreed to. The program director shall make a good faith effort to include the parent/guardian in the hearing, and the hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent/guardian upon request. The program director shall issue a written decision within five (5) calendar days of the hearing. If the program director determines that the student committed the disciplinary offense, the program director may impose the same or lesser consequences than the program director. The decision of the program director shall be the final decision of the school district.
9. If the student is in a preschool program or in grades K-3, the program director shall send a copy of the written determination to the program director and explain the reasons for imposing and out-of-school suspension, before the suspension takes effect.

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

The program director may implement a temporary removal from school of a student of not more than two (2) school days following the day of the emergency removal, the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the program director's judgement, there is no alternative available to alleviate the danger or disruption. The program director will make reasonable efforts to orally notify the student and their parent/guardian of the emergency removal, the reason for the emergency removal, and the other information required in the short-term suspension notification. This notice shall be provided in writing to the student and their parent/guardian.

The opportunity for a hearing with the program director shall occur within two (2) school days, unless

extended by mutual agreement. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. The written notice shall include all of the information required based on the type of discipline imposed (short-term suspensions, in-school suspension, long-term suspensions, or expulsion).

The program director may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Possession of Weapons or Controlled Substances; Assault of Educational Personnel (M.G.L. c. 71, § 37H)

M.G.L. c. 71, §37H authorizes the principal to expel students as follows:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the program director.
- (b) Any student who assaults a program director, assistant program director, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the program director.

Felony Charge/Conviction (M.G.L. c. 71, § 37H1/2)

M.G.L. c. 71, §37H1/2 authorizes the program director to expel students as follows:

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such 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.

Bullying and Harassment

According to M.G.L. c. 71, § 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, § 370](#) 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 bullied or harassed, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, should report the incident immediately to a teacher, guidance counselor, adjustment counselor, or administrator.

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 program director 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 program director 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/guardians of the target and the student aggressor of the behavior and 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 Program Director 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, harassment, 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/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/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/guardians 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 (PRS) and the process for accessing that system, regardless of the outcome of the bullying determination.

Bullying Prevention and Intervention Policy

The Cape Cod Collaborative expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Cape Cod Collaborative is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Cape Cod Collaborative recognizes that certain students may be more vulnerable to become a target of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color,

religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Cape Cod Collaborative will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Cape Cod Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

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.

Affected individuals should refer their allegations to the compliance officer:

Dr. Joan Woodward
Director of Special Education
418 Bumps River Rd.
Osterville, MA 02655
Telephone: (508) 420-6950

Hazing Law

Hazing is prohibited by Massachusetts State Law and is forbidden by CCC. The information below outlines restrictions regarding hazing based on [M.G.L. c. 269, §§ 17-19](#).

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

The term *hazing* as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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

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

organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

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 people 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, [M.G.L. c. 71, § 37H1/2](#) will be followed.

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

Cape Cod Collaborative employees must abide by the Massachusetts Conflict of Interest ethics standards with respect to the acceptance of gifts. Elaborate gifts by parents/guardians or students to school personnel are not permitted. 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 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 annually. Volunteers must sign in at the program'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.

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, siblings, and other 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 Student Information Packet. This form seeks permission from parents/guardians for their child's photo or video to be included on the school website or platform 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 Program Director's office. Once a parking permit is approved and issued, it must be displayed on the automobile.

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) 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 may not 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.
- I. 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/guardian 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 school 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 and students and their families should contact their sending school district to obtain the graduation ceremony requirements specific to that district.