

***South Coast
Educational Collaborative***



**MIDDLE SCHOOL
STUDENT - FAMILY HANDBOOK
2022-2023**



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SOUTH COAST EDUCATIONAL COLLABORATIVE MIDDLE SCHOOL SERVICES - *STUDENT AND FAMILY*

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SOUTH COAST EDUCATIONAL COLLABORATIVE
MIDDLE SCHOOL LEVEL SERVICES
STUDENT –FAMILY HANDBOOK

SOUTH COAST EDUCATIONAL COLLABORATIVE

Welcome to South Coast Educational Collaborative and its middle school community. Our primary mission is to provide educational, prevocational and therapeutic services that complement and strengthen our member and participating school districts and increase educational opportunities for children, families and staff. South Coast Educational Collaborative has played an important role at the cutting edge of educational progress for over thirty years. Its entrepreneurial spirit and commitment to the needs of its member school districts continue to grow and reap rewards for all its participants.

CORE VALUES

- All human beings are capable of learning throughout their lives.
- The ultimate goal at South Coast Educational Collaborative is for students to participate and contribute as fully as possible in the communities in which they live.
- The family context and family-school collaboration are essential factors in supporting a child's learning and development.
- The focus of all members of the South Coast Educational Collaborative community is on teaching and learning with continuous improvement of the conditions necessary for optimal teaching and learning to occur.
- Mutual respect and collaboration are expected and infused into all working partnerships.
- Staff productivity, especially team productivity, means exceeding expectations for student learning, increasing team efficiency, and enhancing individual team members' professional growth.

Thank you,

Dr. David R. Heimbecker
Executive Director

South Coast Educational Collaborative
BOARD OF DIRECTORS

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Somerset Public Schools & Somerset Berkley Regional School District

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Donna Cranshaw-Gabriel, EdS	Lisa Martiesian, EdM, MEd	Jason Prozzo, MEd
Bethany DeNardo, PT, DPT	Sheena Martin	Evan Salvo, MEd
Jason Dorrance, MEd	Carolyn McKearney, EdD	Patricia Steele, EdS
Jennifer Faria, EdD	Kate Murphy, MA, CAGS	Matthew Ulmschneider, MEd

MIDDLE SCHOOL SERVICES

NORTH SEEKONK SCHOOL

Kate Murphy / Special Education Administrator
(508) 399-7803 kmurphy@scecoll.org

North School, 2 North Street, Seekonk, MA 02771
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The Seekonk North Middle School 6-8 program provides educational services to students between the ages of 11 and 15 years. The primary goal is to maximize each student's potential in the areas of self-regulation, social skill development, academics, communication, independent living skills, and pre-vocational skills. This goal is carried over into community settings. The program incorporates research-based best practices with supports provided by embedded professional development, technical assistance and a network of expert consultants.

The Seekonk North Middle School 6-8 program operates according to either a 205-day or a 220-day school calendar, depending on the individual student's needs. Students attend five days per week and six- and one-half (6 ½) hours per day. Transportation to and from the program is provided by the student's sending school district. The program also has access to Collaborative-owned vehicles which are utilized for community experiences.

MISSION STATEMENT

Through its attention to specialized teaching techniques, adaptations and modifications of curriculum and environment, and the use of positive behavioral supports, the Seekonk North Middle School 6-8 program seeks to enable its students to achieve success in academics, community integration, functional daily living skills and social relationships.

PROGRAM OF STUDIES

The Seekonk North Middle School 6-8 program curriculum is highly modified to meet the specific individual needs of its students. The academic curriculum has the flexibility to take advantage of individual students' learning styles and communication methods. In addition, students receive functional education in pre-vocational and vocational skills, language skills, socialization, independent living skills, and adapted physical education. Art and music are integrated throughout the core curriculum. Physical therapy, occupational therapy, speech-language therapy, vision/mobility training, and applied behavior analysis are provided according to an individual student's Individualized Educational Program (IEP). Augmentative communication devices may be utilized to enhance verbal skills. Technology is heavily integrated into the curriculum through the daily use of computers, Smart Boards, and other assistive devices in the classroom.

Each student has access to a complete core curriculum linked to the *Massachusetts Curriculum Frameworks*. Modifications and accommodations are made to allow for student abilities, developmental challenges, and individual learning styles. The curriculum is competency-based and all students are assessed through the use of portfolios as well as other curriculum-based assessment. Curriculum components include mathematics, English language arts, history and social sciences, science/technology and engineering, health, pre-vocational skills and physical education.

DEEP LEARNING

The Collaborative also utilizes the Deep Learning approach to teaching and learning. Deep learning allows the teacher to be an activator of student knowledge and for students to engage in choice and take responsibility for their learning where they are engaged in authentic, relevant problems or situations where learning is applied.

In deep learning, teachers are activators of student knowledge allowing students to engage in choice and take responsibility for their learning. The work students are engaged in is authentic and focuses on solving relevant problems or life situations. There are many opportunities for students to process information and ideas as they develop and use literacy and thinking skills. Students are actively engaged in the learning process.

The six global competencies for Deep Learning are as follows:

Character <ul style="list-style-type: none">- Learning to learn- Grit, tenacity, perseverance, and resilience- Self-regulation, responsibility, and integrity	Communication <ul style="list-style-type: none">- Communicating effectively in a variety of ways using different modes, including digital- Reflection on and use of the process of learning to improve communication- Learning how to communicate for different audiences.
Citizenship <ul style="list-style-type: none">- Thinking like global citizens- Considering global issues based on diverse values and worldviews- Genuine interest and ability to solve real-world problems- Compassion, empathy, and concern for others	Creativity <ul style="list-style-type: none">- Learning about economic and social opportunities- Asking the right inquiry questions- Considering new ideas and solutions- Learning how leadership is used to turn ideas into action
Collaboration <ul style="list-style-type: none">- Working interdependently in teams- Interpersonal and team-related skills- Social, emotional, and intercultural skills- Managing team challenges and dynamics- Learning from and contributing to the learning of others	Critical Thinking <ul style="list-style-type: none">- Evaluating information- Making connections and identifying patterns- Problem-solving- Making sense of what you are learning- Experimenting, reflecting, and taking action on ideas for the real world

TRANSITION PLANNING

Transition planning includes an assortment of areas which need to be addressed to promote independence and success beyond high school, including appropriate, measurable post-secondary goals and objectives based upon age-appropriate transition assessments related to training, education, employment, independent living skills, and the transition services (including courses of study) needed to assist the student in reaching those goals. The transition process is most useful when linked with the IEP process and the student can actively participate in all aspects of transition planning. As middle school students approach age 14, they are encouraged to attend and actively participate in their IEP development and meetings.

COMMUNITY EXPERIENCES

The Seekonk North Middle School 6-8 program provides community experiences for its students in a variety of ways. Students participate in recreational, educational and/or pre-vocational community experiences on a regular basis. Small groups of students practice their functional academic skills at supermarkets, restaurants, laundromats and other facilities in the community.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

The Seekonk North Middle School 6-8 program incorporates the philosophy of Positive Behavioral Supports (PBIS) to maximize student potential and achievement. PBIS provides a platform from which all other components of the program naturally grow. The fundamental elements of PBIS include understanding and recognizing the hierarchy of student needs, development of classroom culture, providing communication which promotes classroom management, shaping students' identity through positive input, applying positive approaches to discipline, and providing motivation management for each child. PBIS allows for a rich collection of data which both documents student achievements and provides the basis for making informed changes to student programming and teaching strategies.

Behavioral and performance expectations of students vary according to a student's individual level of cognitive development. Each student is assessed on an individual basis. A team decision is made concerning appropriate expectations for a student's social and work behaviors. In all cases, focus is placed on modeling, redirection and positive behavioral supports as the teaching tools used to assist students in meeting their goals. The IEP of each student states whether or not he/she can be expected to follow the stated rules of the program and if not, what modifications to the student's program must be made in order for compliance to take place.

SOUTH COAST MIDDLE ALTERNATIVE SCHOOL

Somerset Middle School
1141 Brayton Avenue Somerset, MA 02726
508-676-2239

Evan Salvo, Teacher/Leader
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The South Coast Middle Alternative School (SCMAS) is an educational/therapeutic program serving special and general education students in grades six (6) through eight (8) whose social, emotional, and/or academic challenges have interfered with successful functioning in a general education classroom. SCMAS provides both staff support and direct student services which will enable maximum student success in the general education or designated special education setting.

The mission of this program is to provide a pathway for at-risk students in grades six (6) through eight (8) to “step down” from more restrictive placements with opportunities for inclusion in general education classes and activities. The program also supports students transitioning back to their sending school districts. The population consists of students with social-emotional challenges with primary diagnoses of Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, and mood disorders.

Our primary goal is to promote self-regulation to allow students to achieve as close to the general education setting as possible. Staff consists of one licensed teacher and two paraprofessionals for delivery of instruction, therapeutic support, and assessment. A School Adjustment Counselor/Social Worker provides individual and group support. All educators received rich professional development in the form of scheduled release days for professional learning, embedded professional development, regular staff meetings, focused teacher meetings, and routine consultation from outside expert consultants.

SCMAS operates according to a 205-day school calendar, which includes the option of an extended school year of twenty-five (25) days in the summer. Students attend five (5) days per week, six and one half (6.5) hours per day. Transportation to and from the program is provided by the student’s sending school district.

PHILOSOPHY

All students are capable of learning, given the proper structure, environment and programming. Academic achievement is promoted by individualized planning and positive support in the realms of cognition, behavior, emotional development and socialization. This is optimally achieved within a highly structured environment which emphasizes natural and logical consequences.

SCMAS incorporates the philosophy of Positive Behavioral Intervention and Supports (PBIS) to maximize student potential for achievement. The fundamentals of PBIS include understanding and recognizing the hierarchy of student needs, development of classroom culture, providing communication which promotes classroom management, shaping students’ identify through positive input, applying positive approaches to discipline and providing motivation management for each student.

PROGRAM COMPONENTS

An evaluation period for identified students enrolled in regular education classrooms may include classroom observation, review of records, parent, student and teacher interviews, and the completion of a functional behavioral assessment and/or educational testing. The end result of this process is the development of a student profile and recommendations for strategies to be carried out either by the current classroom teacher(s) or in the SCMAS classroom.

For South Coast students, the program provides a “step down” transition to a less restrictive setting on the road back to their home district school. Options include participation in appropriate general education and special education classrooms at the Somerset Middle School and inclusion in the everyday milieu of a public middle school.

Research-based best practices are utilized by special educators whose intensive participation in embedded professional development and direct consultation with a network of experts provide for maximized academic and emotional success for each student. In addition, ongoing technical assistance allows students access to cutting-edge technologies to support their progress.

Counseling

Counseling is provided by a School Social Worker/School Adjustment Counselor. Topics for examination include socialization skills, classroom expectations, anger management, interaction with adult authority figures and other pre-adolescent and adolescent adjustment issues.

Academic Instruction

Instruction is provided by licensed special educators. Courses follow the *Massachusetts Curriculum Frameworks* and the curriculum of the sending school district. All academics are tailored to individual student needs, performance levels, and preferred learning styles.

Deep Learning

The Collaborative also utilizes the Deep Learning approach to teaching and learning. Deep learning allows the teacher to be an activator of student knowledge and for students to engage in choice and take responsibility for their learning where they are engaged in authentic, relevant problems or situations where learning is applied.

In deep learning, teachers are activators of student knowledge allowing students to engage in choice and take responsibility for their learning. The work students are engaged in is authentic and focuses on solving relevant problems or life situations. There are many opportunities for students to process information and ideas as they develop and use literacy and thinking skills. Students are actively engaged in the learning process.

The six global competencies for Deep Learning are as follows:

Character <ul style="list-style-type: none">- Learning to learn- Grit, tenacity, perseverance, and resilience- Self-regulation, responsibility, and integrity	Communication <ul style="list-style-type: none">- Communicating effectively in a variety of ways using different modes, including digital- Reflection on and use of the process of learning to improve communication- Learning how to communicate for different audiences.
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Citizenship <ul style="list-style-type: none"> - Thinking like global citizens - Considering global issues based on diverse values and worldviews - Genuine interest and ability to solve real-world problems - Compassion, empathy, and concern for others 	Creativity <ul style="list-style-type: none"> - Learning about economic and social opportunities - Asking the right inquiry questions - Considering new ideas and solutions - Learning how leadership is used to turn ideas into action
Collaboration <ul style="list-style-type: none"> - Working interdependently in teams - Interpersonal and team-related skills - Social, emotional, and intercultural skills - Managing team challenges and dynamics - Learning from and contributing to the learning of others 	Critical Thinking <ul style="list-style-type: none"> - Evaluating information - Making connections and identifying patterns - Problem-solving - Making sense of what you are learning - Experimenting, reflecting, and taking action on ideas for the real world

Positive Behavioral Interventions and Supports (PBIS)

PBIS provides the basis for all student/teacher/counselor interactions at SCMAS, providing a platform for community building, recognition-based intervention and positive approaches to motivation and discipline in the classroom.

HOMEWORK POLICY

Homework is required at SCMAS and is assigned by the individual academic teachers. The amount of homework given is determined by a student's individual needs and learning style as well as course requirements. Failure to complete assigned homework may result in the loss of earned incentives during the school day.

TRANSITION PLANNING

Transition planning includes an assortment of areas which need to be addressed to promote independence and success beyond high school, including appropriate, measurable post-secondary goals and objectives based upon age-appropriate transition assessments related to training, education, employment, independent living skills, and the transition services (including courses of study) needed to assist the student in reaching those goals. The transition process is most useful when linked with the IEP process and the student has the opportunity to actively participate in all aspects of transition planning. As middle school students approach age 14, they are encouraged to attend and actively participate in their IEP development and meetings.

SCEC at BERKLEY MIDDLE SCHOOL

Berkley Middle School
21 North Main Street, Berkley, MA 02779

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The SCEC classrooms at Berkley Middle School provide educational services to students between the ages of eleven (11) through fifteen (15) years with an educational diagnosis of multiple disabilities, Autism, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits, and/or medical and physical challenges. The primary goal is to promote functional independence for each of its students who face multiple challenges and to maximize each student's potential in the areas of self-regulation, social skill development, pre-vocational skills and functional academics. This goal is carried over into a community setting and inclusionary opportunities within the school. Educators incorporate research-based best practices with supports provided by continual professional development, technical assistance and a network of expert consultants.

The SCEC at Berkley Middle School program operates according to a 220-day school calendar. Students attend five (5) days per week and six and one-half (6.5) hours per day. Transportation to and from the program is provided by the student's sending school district. The program also has access to Collaborative-owned vehicles which are utilized for community experiences.

MISSION STATEMENT

Through its attention to specialized teaching techniques, adaptations and modifications of curriculum and environment, and the use of positive behavioral supports, the program seeks to enable its students to achieve success in community integration, communication skills, functional daily living skills and social relationships.

PROGRAM OF STUDIES

The curriculum is highly modified to meet the specific individual needs of its students. The academic curriculum has the flexibility to focus on individual students' learning styles and communication methods. In addition, students receive functional education in pre-vocational and vocational skills, language skills, socialization, independent living skills, and adapted physical education. Art and music are integrated throughout the core curriculum. Physical therapy, occupational therapy, speech-language therapy, vision/mobility training, and applied behavior analysis are provided according to an individual student's Individualized Educational Program (IEP). Augmentative communication devices are often utilized to enhance verbal skills. Technology is heavily integrated into the curriculum through the daily use of computers, Smart Boards, and other assistive devices in the classroom.

Each student has access to a complete core curriculum linked to the *Massachusetts Curriculum Frameworks*. Modifications and accommodations are made to allow for student abilities, developmental challenges and individual learning styles. The curriculum is competency-based

and all students are assessed through the use of portfolios as well as other curriculum-based assessment. Curriculum components include mathematics, English language arts, history and social sciences, science/technology and engineering, health, pre-vocational skills and physical education.

DEEP LEARNING

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Citizenship <ul style="list-style-type: none"> - Thinking like global citizens - Considering global issues based on diverse values and worldviews - Genuine interest and ability to solve real-world problems - Compassion, empathy, and concern for others 	Creativity <ul style="list-style-type: none"> - Learning about economic and social opportunities - Asking the right inquiry questions - Considering new ideas and solutions - Learning how leadership is used to turn ideas into action
Collaboration <ul style="list-style-type: none"> - Working interdependently in teams - Interpersonal and team-related skills - Social, emotional, and intercultural skills - Managing team challenges and dynamics - Learning from and contributing to the learning of others 	Critical Thinking <ul style="list-style-type: none"> - Evaluating information - Making connections and identifying patterns - Problem-solving - Making sense of what you are learning - Experimenting, reflecting, and taking action on ideas for the real world

TRANSITION PLANNING

Transition planning includes an assortment of areas which need to be addressed to promote independence and success beyond high school, including appropriate, measurable post-secondary goals and objectives based upon age-appropriate transition assessments related to training, education, employment, independent living skills, and the transition services (including courses of study) needed to assist the student in reaching those goals. The transition process is most useful when linked with the IEP process and the student can actively participate in all aspects of transition planning. As middle school students approach age fourteen (14), they are encouraged to attend and actively participate in their IEP development and meetings.

COMMUNITY EXPERIENCE

The program provides community experiences for its students in a variety of ways. Students participate in recreational, educational and/or pre-vocational community experiences on a regular basis. Small groups of students practice their functional academic skills at supermarkets and restaurants and other facilities in the community.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

The SCEC at Berkley Middle School program incorporates the philosophy of Positive Behavioral Supports (PBIS) to maximize student potential and achievement. PBIS provides a platform from which all other components of the program naturally grow. The fundamental elements of PBIS include understanding and recognizing the hierarchy of student needs, development of classroom culture, providing communication which promotes classroom management, shaping students' identity through positive input, applying positive approaches to discipline, and providing motivation management for each child. PBIS allows for a rich collection of data which both documents student achievements and provides the basis for making informed changes to student programming and teaching strategies.

Behavioral and performance expectations of students vary according to a student's individual level of cognitive development. Each student is assessed on an individual basis. A team decision is made concerning appropriate expectations for a student's social and work behaviors. In all cases, focus is placed on modeling, redirection and positive behavioral supports as the teaching tools used to assist students in meeting their goals. The IEP of each student states whether or not they can be expected to follow the stated rules of the program and if not, what modifications to the student's program must be made in order for compliance to take place.

MIDDLE SCHOOL GENERAL POLICIES AND PROCEDURES

ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY/NON-DISCRIMINATION

South Coast Educational Collaborative (SCEC) adheres in full to M.G.L. 76, 3. 5 and CMR 26.08 and as such, does not discriminate against students based on race, color, sex, gender identity, religion, national origin, limited-English speaking ability, or sexual orientation. All students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study available to their peers, as stipulated by each individual student's IEP.

Educational and therapeutic personnel represent to students a broad spectrum of education and career opportunities. They are prohibited from presenting race, color, sex, gender identity, religion, national origin, limited-English speaking ability, place of residence or sexual orientation as limiting factors in career determination. No materials, tests or procedures are utilized for guidance purposes that discriminate and/or limit choices based on race, color, sex, gender identity, religion, national origin, place of residence or sexual orientation.

All educational and therapeutic personnel through their interactions and curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, gender identity, religion, national origin, limited-English speaking ability, place of residence or sexual orientation. Educators review all instructional and educational materials for simplistic and demeaning generalizations, lack of intellectual merit, based on race, color, sex, gender identity, religion, national origin, place of residence or sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

Equal opportunity for physical education is provided for all SCEC students. Goals, objectives, and skill development standards, where used, are not designated on the basis of sex, nor designed to have an adverse impact on members of either sex.

SCEC is committed to preventing harassment and/or discrimination based upon a students' race, limited-English speaking ability, color, sex, gender identity, religion, national origin, place of residence or sexual orientation and responds promptly to such discrimination or harassment when provided information regarding its occurrence.

All students have an equal opportunity to participate in, and if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the student's sending or host school district. Programs, services and activities include, but are not limited to: art and music; vocational education, industrial arts, and consumer and homemaking education; counseling services; health services; transportation; physical education, including adapted physical education; athletics and recreational activities; school-sponsored groups or clubs; and meals.

SOUTH COAST EDUCATIONAL COLLABORATIVE'S POLICIES AND PROCEDURES

South Coast Educational Collaborative's comprehensive *Policies and Procedures Manual* is available to parents/guardians upon their request. Upon request, the *Policies and Procedures Manual* will be made available to parents/guardians in their primary language.

CIVIL RIGHTS

South Coast Educational Collaborative is committed to ensuring that all students and their families are afforded all education-related civil rights to which they are entitled based on federal and state laws and regulations, especially the Family Educational Rights and Privacy Act. Such rights include, but are not limited to access to student records, confidentiality, student learning time, bullying prevention and intervention, discriminatory harassment, child abuse prevention and reporting, physical restraint, suspension, and least restrictive environment.

STUDENT RECORDS

South Coast Educational Collaborative maintains current and complete files for each enrolled student and manages adheres to all laws and regulations pertaining to student records, including confidentiality, inspection, amendment, and destruction of student records.

At each SCEC school site, the Educational Administrator ensures that student records under their supervision are kept physically secure; that authorized school personnel are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

Except where the regulations specifically authorize access by third parties, no individuals, or organizations other than the parent/guardian, eligible student, SCEC or school district personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

A parent/guardian has the right to inspect all portions of the student record upon request. The record will be made available within two days after the request unless the parent/guardian or student consents to a delay. The parent/guardian has the right to receive a copy of any part of the record, although SCEC may charge a reasonable fee for the cost of duplicating materials. The parent/guardian may request to have parts of the record interpreted by a qualified SCEC professional, or may invite anyone else of their choice to inspect or interpret the record with them.

The parent/guardian has the right to add relevant comments, information, or other written materials to the student record. In addition, the parent has a right to request that information in the record be amended or deleted. They are entitled to meet with the Educational Administrator, or his/her designee, to discuss their objection to information that is in the record and to receive a written decision.

INDIVIDUALIZED EDUCATION PROGRAM

The main purpose of the Individualized Education Program (IEP) process is to ensure that all students are challenged to excel, progress within the general curriculum, and are prepared for independence in adult life, including post-secondary education and/or employment. The IEP requirements emphasize the importance of working cooperatively as a team. School districts are mandated to bring together parents/guardians/caretakers, students, general educators, and special educators to make important educational decisions for students with disabilities.

REPORTS OF PROGRESS

Each student's progress toward the annual goals and objectives in their IEP is measured by rigorous data collection. Parents/guardians/caretakers are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. Progress Reports are issued five (5) times per year for students attending twelve (12) months and four (4) times per year for students attending ten (10) months. Progress Reports are

mailed to parents/guardians/caretakers/ educational surrogate parents and the Special Education Administrators of the sending school districts. These reports include progress achieved for each IEP objective and whether that progress is enough for the student to achieve the goals by the end of the IEP year.

MASSACHUSETTS CURRICULUM FRAMEWORKS

The *Massachusetts Curriculum Frameworks* are documents developed by the Massachusetts Department of Elementary and Secondary Education that outline the guiding principles for instruction, along with core concepts, skills and subject matter that all students are expected to know and be able to do by the time they graduate from high school. Performance benchmarks for student achievement at specific grade levels are defined to allow educators to plan sequential and comprehensive instruction. All students follow a curriculum aligned with the *Massachusetts Curriculum Frameworks*. Parents/guardians and others have access to the complete *Massachusetts Curriculum Frameworks* located at each school site.

STATEWIDE ASSESSMENT

All Massachusetts students attending SCEC middle school programs participate in the *Massachusetts Comprehensive Assessment System* (MCAS). Each student's IEP Team determines if the student will participate in on-demand testing without accommodations, on-demand testing with accommodations, or alternate (portfolio) assessment. Students from Rhode Island participate in the appropriate statewide testing mandated by the Rhode Island Department of Education.

STUDENT ATTENDANCE

Consistent attendance and participation in school are critical for any student to achieve meaningful gains in learning. Parents/guardians of students who are unable to attend due to illness or emergency are required to notify the school and provide acknowledgement of the absence. Medical documentation may be required for extended absences.

STRUCTURED LEARNING TIME

Every middle school student is scheduled to receive a minimum of 990 hours per school year of structured learning time. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, in non-directed study periods, receiving school services, and participating in optional school programs may not count toward meeting the minimum structured learning time requirement for that student, unless stipulated as a required educational service in the student's approved IEP.

Directed study, independent study, technology-assisted learning, participation in educational presentations by persons other than teachers, and practice of social and independent living skills, are typically included in structured learning time, designated as a required educational service, and reflected by goals and objectives in an individual student's IEP.

SCHOOL CALENDAR

Families receive a school calendar at the beginning of the school year or at the time their child is enrolled. Calendar distribution enables families the opportunity to note all school closings and holidays, including SCEC's monthly early release days utilized for staff professional learning. The school calendars can be found on the SCEC website (www.scecoll.org) with the calendar specific to each individual program being located on the program's webpage.

STUDENT DRESS CODE

Students need to be aware of the necessity of proper hygiene and attire. Students are expected to

comply with school guidelines concerning modesty and appropriateness of clothing. The following guidelines apply:

- Clothing must be free of obscene, suggestive, or otherwise inappropriate writing, logos, and art work.
- Clothing must be free of any wording or pictures that names, displays or advocates the use of illegal drugs, alcohol, or tobacco products or contains profanity or vulgar language, or contains sexual messages.
- Clothing should fit properly, be in good repair, and not be inappropriately revealing.
- Midriff shirts, halter tops, tube tops, “short shorts,” tank tops, muscle shirts, and excessively short skirts may not be worn.
- Hats and coats may not be worn in school.

CODE OF CONDUCT FOR STUDENTS

The following code of conduct outlines the expected behaviors of all students and procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans, consistent with M.G.L. c. 76, s. 5. See also page 22 for Bullying Prevention and Intervention and page 27 for Discriminatory Harassment, including due process for disciplinary proceedings.

General Rules for Conduct

Each school site/classroom establishes its own specific code of conduct for its students. In addition, the IEP of a student may state whether or not that student can be expected to follow the stated rules of the program and if not, what modifications to the student’s program must be made in order for compliance to take place. However, students are typically expected to adhere to the rules of the following basic Student Code of Conduct:

- **Treat Others with Respect:** Offer to help others. Cooperate. Maintain a polite and respectful manner to other students and staff.
- **Work Hard:** Complete work on time, including homework. Make sure work is done correctly and is of a high quality. Listen and pay attention to instruction. Follow directions. Work at a steady pace.
- **Maintain Self-Control:** Stop and think before you speak. Avoid using offensive language. Avoid verbal and physical attacks or threats to staff, other students, and personal property.
- Comply with the requests of the school staff to the best of your ability.
- Maintain personal safety and the safety of others.

General Intervention Guidelines

Behavioral and performance expectations of students vary according to a student’s individual level of cognitive development and self-regulation. Each student is assessed on an individual basis. A team decision is made concerning appropriate expectations and responses for a student’s social and work behaviors. In all cases, focus is placed on modeling, redirection and positive behavioral intervention and supports as the teaching tools used to assist students in meeting their goals. Students are positively supported to exhibit socially acceptable behavior, follow staff directions and requests, and adhere to school rules at their individual levels of understanding. Positive behavioral supports are applied throughout the day to promote generalization of target skills.

The following protocols are followed within a routine- and relationship-based model where students participate in a “recognition of success” credit system. Students practice making good choices, including asking for time away from an activity if they feel dysregulated.

In general, when a student exhibits non-compliant or disruptive behavior:

- A verbal prompt is used to redirect the student back to task. The student is then positively reinforced for returning to task.
- If the behavior continues, a second prompt is given, paired with a reminder about earning the designated recognition. The student is positively reinforced for returning to task.
- If the behavior continues, the student is asked to remove him/herself from the activity and sit in a quiet area in the classroom until composure is regained. Full staff supervision is provided.
- When ready, the student returns to the activity.

If the student continues to have difficulty, the teacher will schedule a staff meeting to review the behavior and possible strategies for its remediation. A behavior plan is developed, or changes in the existing plan are made. If the student continues to have difficulty after the implementation of a new behavior program, a parent-teacher meeting is scheduled. The purpose of this meeting is to:

- Determine if changes have taken place at home, or in the student's medication regimen, which may be affecting behavior at school.
- Elicit suggestions from the parent/guardian which may improve the student's progress.
- Provide parent/guardian with suggestions to enhance consistency at home.

Representatives of the student's sending school district may also be contacted to convene a Team meeting to review the student's behavior. Follow-up options include seeking parental consent to conduct a Functional Behavior Assessment or a review of the adequacy of the student's IEP and/or placement.

HEALTH AND MEDICAL POLICIES AND PROCEDURES

Each South Coast Educational Collaborative program has a full-time School Nurse on site. In addition, all staff are fully trained in:

- Policies and procedures outlined in the *Comprehensive Health Care Manual*;
- Emergency First Aid and CPR;
- Universal precautions for bloodborne pathogens. The Universal Precautions Protocol is followed by staff whenever they are likely to be exposed to bodily fluids. The use of personal protective equipment and proper disposal of waste is strictly adhered to.
- First Aid kits are located in all classrooms and in each Collaborative vehicle.

Documentation

All health and medical related documentation forms included in the Admission packet must be completed and signed by a student's parent/guardian before the student can enter a South Coast Educational Collaborative program. These documents must be updated annually.

Immunizations

In accordance with the General Laws of Massachusetts, each child entering school must have received all required immunizations. Parents/guardians/caretakers must submit to the school the proper form, completed and signed by the child's health care provider, listing the dates that all immunizations were administered, ***prior to the first day*** of the child's attendance.

To ensure the health and safety of all children, South Coast Educational Collaborative has been directed by the Department of Public Health and the Department of Elementary and Secondary Education to exclude from school any child who has not received the following immunizations:

Diphtheria; Tetanus; Whooping cough (Pertussis); Poliomyelitis; Measles, Mumps, and Rubella (MMR); Hepatitis B; Hemophilus influenza type B (Hib); Varicella (chicken pox). A lead test is also required for all children entering school if the child has not been previously tested. The School Nurse will advise the parent/guardian/caretaker of immunizations required according to the age of the child.

Physical Examinations

According to the General Laws of Massachusetts, every child must have a physical exam before entering school or during the first year of school. Parents/guardians/caretakers will be asked to submit to the school the appropriate physical exam form, completed and signed by the child's health care provider. It is recommended, but not required, that each child have an annual physical examination and an annual dental examination.

Vision and Hearing

It is recommended that all children attending school receive a full vision and audiological evaluation. This information will help us to provide the best educational program for the child.

Illness or Injury

When a student becomes ill or injured at school, the School Nurse is consulted. An appropriate medical response is determined and the student's home is contacted as per the student's emergency information form. If this connection cannot be made, an appropriate local medical response will be initiated.

If you are contacted to pick up your child due to illness or injury, your child must be picked up ***within one hour*** of the time of the call. If this is not possible, please find a friend or family member who is able to pick up your child and inform the classroom teacher who will be coming. Please remind this person to bring a photo identification. If we are not able to reach a parent, we will call the emergency contact person(s) designated on the Student Information Form.

Medication

Parents/guardians/caretakers of students who require medication at school must comply with all required documentation provisions of the Commonwealth of Massachusetts. Parents/guardians/caretakers of students who are under a doctor's orders to take prescribed medication must give the medication to the School Nurse or the student's homeroom teacher to be administered during the day. Non-prescription drugs or over-the-counter medications (Tylenol, aspirin, etc.) may be taken by students who have a parental note and who supply their own non-prescription medication. No medication of any sort will be supplied by any staff person (except the School Nurse) under any circumstances. Students are not allowed to give other students prescription or non-prescription medications. The consequences for doing so may include expulsion from school.

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes, or components/parts thereof; marijuana; steroids; or any controlled substance. The Collaborative prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or on school buses, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The Collaborative shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified of the screening prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within ninety (90) days of the completion of the screening process.

This policy is posted on the Collaborative's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the Collaborative shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE. (**LEGAL REFS.:** M.G.L.71:2A; 71:96; 71:97; 272:40A)

EMERGENCY PROCEDURES: SAFE SCHOOLS PROGRAM PLAN

South Coast Educational Collaborative has established complete policies and procedures for emergencies within its *Safe Schools Program Plan* which includes policies and procedures for:

- At-risk management systems
- Alarm systems and signals
- Evacuation routes and procedures
- Evacuation drills
- Emergency assistance to students
- Ongoing safety programs
- Situations involving students who have run away
- Bomb threats
- Potential suicide crisis
- Threats of school violence

All staff are fully trained in, and are completely familiar with, all emergency procedures. Fire drills are conducted on a regular basis. Primary and secondary exit routes are posted in each room. During an evacuation drill, the teacher brings their daily attendance sheets outside and all staff and students meet in a pre-designated area, where attendance is taken. In the event of an emergency where students cannot return to the building, South Coast Educational Collaborative's main office in Swansea is contacted by cell phone and arrangements are made to transport students home or to an appropriate alternate school building.

FAMILY PARTICIPATION

Families are encouraged to actively participate in the educational process. Family support and cooperation are necessary to provide an optimal educational and therapeutic experience. Families are invited to visit and participate in activities at their convenience and according to the established Visitor Policy. Families are invited to attend forums to obtain information and discuss topics of interest or concern, including community integration, legal issues, and positive behavioral supports in the home. In addition, families are invited and encouraged to participate in the parent committee(s) established for their own school district.

Families are encouraged to share any questions or concerns they may have about their child's educational or therapeutic experiences. Family members may contact the school's Educational Administrator Teacher/Leader, the SCEC Executive Director, a Social Worker or a Teacher to express their questions or concerns, either verbally or in writing. Staff will respond in a timely and cooperative fashion and will make every attempt to ensure that families are comfortable with and have confidence in their child's educational and therapeutic experiences.

VISITORS AND SCHOOL SECURITY

Family members are encouraged to visit South Coast Educational Collaborative classrooms. In order to ensure a successful visit, it is recommended that visits are pre-arranged to ensure that the student, staff or activity will be available when you arrive. Also, since security is increasingly an issue of concern in schools today, certain measures are in place to keep unauthorized persons from entering school buildings. Visitors to our schools and classrooms must follow all security measures in place to gain access to the school facility. After admission to the building, all visitors must check in at the main office. During the time spent at the site, visitors are expected to adhere to the following policies:

- If given a Visitor's Badge, please display it prominently at all times.
- In order to maintain an appropriate teaching and learning environment, observations only should be conducted. Should you wish to confer with staff, an appointment should be scheduled in advance so that individual time can be devoted to private conversations.
- Due to the complex and sensitive nature of our student population, staff may politely ask visitors to conclude their observation should the students or the educational environment become disrupted, due to a change in structure.

OBSERVATIONS

South Coast Educational Collaborative will grant timely and sufficient access to parents/guardians and parent/guardian-designated independent evaluators and educational consultants to their child's current or proposed special education classroom so that the parent and named designees can observe the child in the current classroom or any proposed classroom. South Coast staff are committed to collaborating with parents/guardians and their designees to achieve timely and sufficient access to classrooms for observations that will help parents/guardians and their designees better understand the school that serves students with disabilities, while safe-guarding the confidentiality interests of all students and minimizing disruption in the classroom and school.

Please see SCEC's Observation Policy for further details. It can be found on our website at www.scecoll.org as well as in the SCEC Policies & Procedures Manual.

STUDENT INPUT

If a student has a complaint or concern about any aspect of his/her experience at South Coast Educational Collaborative, s/he is encouraged to express the complaint or concern to any staff person with whom s/he feels comfortable. This staff person may be the Educational Administrator, Teacher/ Leader, a Counselor, a Teacher, a Social Worker or the School Nurse. All concerns will be responded to thoughtfully, seriously, and in a timely manner.

WALKING TO SCHOOL

Students who wish to walk to and from school must provide written parental/guardian permission.

ALTERNATIVE TRANSPORTATION

Students who will not be taking the bus or other usual transportation must provide written parental/guardian permission.

FEDERAL GUN-FREE SCHOOLS ACT

South Coast Educational Collaborative adheres to the *Federal Gun-Free Schools Act of 1994* (Section 14601 of the *Improving America's Schools Act*) which requires school districts and other local education agencies to expel from school for a period of not less than one year any student who is determined to have brought a firearm to school. An exception is made to permit the Executive Director to modify the expulsion requirement on a case-by-case basis. The law does not preclude an expelled student from receiving educational services in an alternative setting. Any items which could be used as weapons are not allowed on school grounds and will be confiscated and turned over either to a parent or the police, and the student may be suspended or expelled.

NO SMOKING/VAPING POLICY

South Coast Educational Collaborative complies in full with the federal *Pro-Children Act of 1994* [Section 1041 of the *Goals 2000: Educate America Act*, P.L. 103-227, 20 USC 6081] which prohibits smoking inside facilities used for preschool, elementary or secondary education or library services to children. Specifically, students, staff and visitors may not smoke/vape in the school building or school property. Smoking/Vaping is also prohibited in any school vehicle and during any school-sponsored field trips or other activities. No tobacco products are allowed in school. Possession of lighters or matches is prohibited; these articles will be confiscated. Parents/Guardians will be informed and asked to make arrangements to pick up the confiscated items.

PERSONAL ITEMS ON PREMISES

Students are discouraged from bringing personal items of value to school. South Coast Educational Collaborative and its staff are not responsible for the loss of or damage to such items. Students are prohibited from bringing to school any items deemed dangerous.

BULLYING PREVENTION AND INTERVENTION POLICY

South Coast Educational Collaborative (SCEC) expects that all members of its school community will treat each other in a civil manner and with respect for differences. SCEC is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying, harassment, teasing and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender and homeless students may be more vulnerable to becoming targets of bullying, harassment or teasing. SCEC will take specific steps to create a 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.

South Coast Educational Collaborative does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying or retaliation, in our classrooms, school buildings, on school grounds, during school-related activities, at school bus stops, on school buses or other vehicles owned, leased or used by South Coast Educational Collaborative, or through the use of technology or an electronic device owned, leased or used by South Coast Educational Collaborative. South Coast Educational Collaborative does not tolerate any form of bullying, cyber-bullying or retaliation perpetrated by any student or by any member of the staff including, but not limited to, an educator, an administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, paraprofessional, or related service

provider. We investigate promptly all reports and complaints of bullying, cyber-bullying and retaliation and take prompt action to end this behavior and restore the target's sense of safety. We support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities and parent/ guardian involvement.

"Bullying" is defined as the repeated use by one or more students (or an adult) of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" is defined as bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, Internet postings, and the use of an electronic medium that may be accessed by one or more persons.

Prevention and Intervention Plan

Prevention: South Coast Educational Collaborative educators focus on the prevention of bullying, cyber-bullying and retaliation through the following initiatives:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- consistently using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching positive communication, anger management, and empathy for others;
- Social skills education groups including issues of building community; respect; sexual harassment; bullying; social thinking; activities of daily living; anger and stress management; assertiveness training; conflict resolution; coping; problem solving; study and time management skills;
- Using social stories, scripts and role plays to develop skills;
- Empowering students to understand when they are the target of bullying;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying, cyber-bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- engaging students in school or classroom planning and decision-making; and
- creating and maintaining a learning environment where the care, welfare and security of each student is assured.

Reporting: Students or employees who believe that they are a target of bullying, observe an act of bullying, or have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Each South Coast Educational Collaborative school site has a means for anonymous reporting by students or staff of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. (*Please see Appendices for Reporting Form.*)

Parents/guardians or members of the community are encouraged to report an incident of bullying as soon as possible. Any South Coast Educational Collaborative employee shall immediately report any instance of bullying he/she has witnessed or become aware of to the Educational Administrator or designee. Confidentiality shall be utilized to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

Investigation:

Before fully investigating the allegations of bullying, cyber-bullying or retaliation, the Educational Administrator or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The Educational Administrator or designee will implement appropriate strategies for protecting from bullying, cyber-bullying or retaliation a student or employee who has reported bullying, cyber-bullying or retaliation, a student or employee who has witnessed bullying, cyber-bullying or retaliation, a student or employee who provides information during an investigation, or a student or employee who has reliable information about a reported act of bullying, cyber-bullying or retaliation. Upon determining that bullying, cyber-bullying or retaliation has occurred, the Educational Administrator or designee will promptly notify the parent/guardian/caretaker of the target and the aggressor of this, and of the procedures for responding to it.

In addition, South Coast Educational Collaborative will notify the parent/guardian/caretaker of the target of bullying of the availability of the Department of Elementary and Secondary Education's Problem Resolution System and assist the parent/guardian/caretaker in understanding and accessing this process. The Department of Elementary and Secondary Education's Problem Resolution System provides for the investigation of complaints and the enforcement of compliance with 603 CMR 28.00, as well as with other statutes and regulations pertaining to education. Any party wishing to file a complaint may do so through the Department of Elementary and Secondary Education's Program Resolution System (PRS):

75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710
Email: compliance@doe.mass.edu
Web: <http://www.doe.mass.edu/prs>

The student's Educational Administrator or designee first informed of the incident will promptly notify by telephone the Special Education Administrators or designees of the aggressor's and the target's local education agencies (school districts). At any point after receiving a report of bullying, cyber-bullying or retaliation, including after an investigation, if the Educational Administrator or designee has a reasonable basis to believe that criminal

charges may be pursued against the aggressor, the Educational Administrator or designee will notify the local law enforcement agency. All communications will be in accordance with state and federal privacy laws and regulations.

The Educational Administrator or designee will investigate promptly all reports of bullying, cyber-bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the developmental levels and ages of the students involved. The Educational Administrator or designee will maintain a written record of the investigation by using the ***Bullying Prevention and Intervention Incident Reporting Form***.

The investigation shall be completed within fourteen school days from the date of the report. The parent/guardian/caretaker and the local education agencies shall be contacted upon completion of the investigation and informed of the results. The Educational Administrator or designee will decide based upon all of the facts and circumstances. If, after investigation, bullying, cyber-bullying, or retaliation is substantiated, the Educational Administrator 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 Educational Administrator or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Upon the Educational Administrator or designee determining that bullying, cyber-bullying, or retaliation has occurred, the school will use a range of strategies to initiate an appropriate response which balances the need for accountability with the need to teach appropriate behavior according to the ages and developmental levels of the students.

If the Educational Administrator or designee decides that disciplinary action is appropriate, the form of that action will be determined based on facts found by the Educational Administrator or designee, including the nature of the conduct, the age of the student(s) involved, the developmental level of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the school's Code of Conduct, which conforms to all federal and state regulations governing discipline procedures for students with disabilities.

Target Assistance: South Coast Educational Collaborative will provide counseling or referral to appropriate services and protection to students and employees, both targets and perpetrators, affected by bullying, as needed.

Training and Assessment: Annual training is provided for South Coast Educational Collaborative employees who have significant contact with students in preventing, identifying, responding to and reporting incidents of bullying. Age-appropriate, developmentally-appropriate, evidence-based instruction on bullying prevention will be incorporated into the curriculum for all students.

Publication and Notice: Annual written notice of the relevant sections of the *Bullying Prevention and Intervention Plan* is provided to students and their parent/guardian/caretaker. Annual written notice of the *Bullying Prevention and Intervention Plan* is provided to all South Coast Educational Collaborative staff. All South Coast Educational Collaborative employees are trained annually on the *Bullying Prevention and Intervention Plan*. South Coast Educational Collaborative's *Bullying Prevention and Intervention Plan* is posted on its website

DISCRIMINATORY HARASSMENT

Some student and adult misconduct that falls under the anti-bullying policy may also trigger responsibilities under one or more of the federal antidiscrimination laws enforced by the Office for Civil Rights (OCR). The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d *et seq.*) which prohibits discrimination on the basis of race, color or national origin; Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 *et seq.*) which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 *et seq.*). Section 504 and Title II prohibit discrimination on the basis of disability. OCR also enforces the Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*) and the Boy Scouts of America Equal Access Act (20 U.S.C. § 7905). The U.S. Department of Education's regulations implementing these statutes are in 34 C.F.R. parts 100, 104, and 106. Under these federal civil rights laws and regulations, students are protected from harassment by school employees, other students, and third parties.

South Coast Educational Collaborative employees are responsible for addressing discriminatory harassment incidents brought to their attention as follows:

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

Parents/guardians/caretakers, or members of the community, are encouraged to report an incident of discriminatory harassment as soon as possible. Any South Coast Educational Collaborative employee shall immediately report any instance of discriminatory harassment he/she has witnessed or become aware of to the school's Educational Administrator or designee. Confidentiality shall be utilized to protect a person who reports discriminatory harassment, provides information during an investigation of discriminatory harassment, or is witness to or has reliable information about an act of discriminatory harassment. (*Please see Appendices for Reporting Form.*)

Investigation: Before fully investigating the allegations of discriminatory harassment, the Educational Administrator or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The Educational Administrator or designee will implement appropriate strategies for protecting from discriminatory harassment a student or employee who has reported discriminatory harassment, a student or employee who has witnessed discriminatory harassment, a student or employee who provides information during an investigation, or a student or employee who has reliable information about a reported act of discriminatory harassment.

When responding to discriminatory harassment, the Educational Administrator or designee will take immediate and appropriate action to investigate or otherwise determine what occurred. The specific steps in the investigation may vary depending upon the nature of the allegations, the source of the complaint, the age of the student or students involved, the size and administrative structure of the school, and other factors. In all cases, the inquiry will be prompt, thorough and impartial.

Upon determining that discriminatory harassment has occurred, the Educational Administrator or designee will take prompt and effective steps reasonably calculated to end the discriminatory

harassment, eliminate any hostile environment and its effects, and prevent the discriminatory harassment from recurring. The Educational Administrator or designee will promptly notify the parent/guardian/caretaker of the target and the aggressor of this, and of the procedures for responding to it.

Appropriate steps to end discriminatory harassment may include:

- separating the accused harasser and the target
- providing counseling for the target and/or harasser
- providing disciplinary against the harasser
- providing training or other interventions not only for the perpetrators, but also for the larger school community
- providing additional services to the student who was harassed in order to address the effects of discriminatory harassment; reviewing current policies against discriminatory harassment and update as needed

Appropriate steps to prevent further discriminatory harassment may include:

- making sure that the harassed student(s) and their families know how to report subsequent problems
- conducting follow-up inquiries to see if there have been any new instances of harassment or retaliation
- responding promptly to address continuing or new problems

REGISTERING COMPLAINTS OR GRIEVANCES

Parents/guardians are encouraged to share any questions, concerns, complaints or grievances they may have about their child's program. Parents/guardians may contact the Educational Administrator, the Executive Director, a Social Worker/Counselor or a Teacher to express their questions or concerns, complaints or grievances, either verbally or in writing. Staff will respond in a timely and cooperative fashion and will make every attempt to ensure that parents are comfortable with their child's educational experience.

If a student has a complaint or concern about any aspect of his/her experience at South Coast Educational Collaborative, s/he is encouraged to express the complaint or concern to any staff person with whom s/he feels comfortable. This staff person may be the Educational Administrator, a Counselor, a Teacher, a Social Worker or the School Nurse. All concerns will be responded to thoughtfully, seriously, and in a timely manner.

COMMUNITY EXPERIENCES

All students participating in community experiences are expected to follow all school rules, which are reviewed prior to and during the experience. Written permission slips signed by a parent/guardian/caretaker are required for every community experience. Verbal authorization cannot be accepted. School personnel reserve the right to exclude any student from participation in a community experience based on issues of safety and/or behavior.

PHOTO AND VIDEO POLICY

Still and video photography may be used to provide students and their families with visual feedback on the student's performance. No images are used for any purpose other than education without the specific written permission of the parent or guardian.

INCLEMENT WEATHER

In the event of snow or other weather emergency, school may be cancelled or delayed. School

cancellation or delay announcements are made on local radio stations (WSAR and WPRO), television stations (WJAR, WPRI, WLNE), and media websites. Cancellations and delays will follow those announced by the school district in which the school or classroom is located.

In addition, there may be times when students are dismissed early from school due to weather. Please make provisions for your child's care in the event of an early release. We are not always able to reach every parent in the event of weather-related school closures, so it is important to listen for announcements on local radio and television or internet site.

FAMILIES WITH ENGLISH AS A SECOND LANGUAGE

At the time a student is first enrolled in a South Coast Educational Collaborative school site, a determination is made of the primary language of the student's parent/guardian/caretaker as well as that of the student by asking the family to complete a Home Language Survey form.

SCEC makes arrangements for effective verbal and written communication with families in their native language, if other than English, either through bilingual staff, securing an interpreter through the student's sending school district, and/or ensuring that important information and documents are available to families in their primary language. Communications are in simple and commonly understood words. Communications are in both English and the primary language of the home if such primary language is other than English. Where the parents or the student are unable to read in any language or are blind or deaf, communications are made orally in English or with the use of a foreign language interpreter, in Braille, in sign language, via TDD, or in writing, whichever is appropriate, and all such communications are documented.

It is the responsibility of the student's sending school district to secure interpreters for IEP and other meetings involving a family that requires such services. The sending school district ensures that any interpreter used is fluent in the primary language of the home and is familiar with special education procedures, programs and services. It is also the responsibility of the sending school district to translate the IEP, all related IEP notifications and documents, and reports of progress to the primary language of the family prior to dissemination to the family. South Coast Educational Collaborative ensures that admission forms, Parent-Student Handbooks, Codes of Conduct, Bullying Prevention and Intervention Plans, SCEC forms and notices, and other SCEC documents, are translated to the primary language of each family, when required or requested, and are disseminated to the family in both English and translation.

ACCESSIBILITY

All South Coast Educational Collaborative school facilities are fully accessible. Additional accommodations for individual students may be made through South Coast Educational Collaborative's Assistive Technology Team.

TRANSITION SERVICES

IDEA defines transition services as a coordinated set of activities for a child with a disability that are designed to be within a results-oriented process, that are focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Transition services are based on the individual student's needs, taking into account the student's strengths, preferences and interests. These services may include instruction, related services, community experiences, the development of employability skills/competencies and other post-

school adult living objectives, and if appropriate, acquisition of independent living skills and functional vocational education.

At South Coast Educational Collaborative, every student aged fourteen (14) or older receives an *Initial Transition Assessment* (if consent is received from the parent/guardian). This assessment is reviewed and updated at the time of the student's three-year re-evaluation(s). At South Coast Educational Collaborative, each student is provided a personal Transition Binder at age 14, in which ongoing transition-related assessments and data are collected and regularly reviewed.

In addition, the *Transition Planning Form* is completed by the IEP Team as part of the IEP process for a student who will be turning age fourteen (14) in the new IEP year, and thereafter updated annually.

Beginning not later than the first IEP to be in effect when the student turns fourteen (14), or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:

- Appropriate, measurable postsecondary goals and objectives based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the student in reaching those goals;
- Beginning not later than one year before the student reaches the age of majority under state law, a statement that the student has been informed of his/her rights under §300.520, if any, that will transfer to the student on reaching the age of majority.

The transition process is most useful when linked with the IEP process and the student has the opportunity to actively participate in all aspects of transition planning. South Coast Educational Collaborative students ages 14 and older are encouraged to attend and actively participate in their IEP development and meetings.

USE OF PHYSICAL RESTRAINT

All South Coast Educational Collaborative employees are trained annually in physical restraint policies and procedures as well as crisis prevention and intervention. Physical restraint may be utilized only in accordance with 603 CMR 46.00 of the Commonwealth of Massachusetts regulations. Parent/guardian informed consent for the implementation of restraint is obtained annually. SCEC **prohibits** the use of **medication restraint, mechanical restraint, and seclusion**. SCEC requires documentation of the use of **mechanical supports** when used as therapeutic supports and as prescribed by trained, professional school or medical personnel.

Only trained school personnel shall administer physical restraint with students. Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school personnel directive, a student's use of inappropriate language, or the use of verbal threats that do not constitute a threat of imminent serious physical harm.

School personnel use physical restraint a) only when needed to protect a student and/or member of the school community from imminent, serious, physical harm; b) in a manner which prevents or minimizes any harm to the student as a result of the use of physical restraint; and c) non-physical interventions would not be effective. The restraint is released immediately upon a determination that the student is no longer at risk of causing imminent physical harm.

TIME OUT

SCEC utilizes both inclusionary time out and exclusionary time out. These behavioral strategies may be initiated by school personnel and/or student elected. A student must be continuously observed by school personnel, who shall be with the student or immediately available to the student at all times. The space used for timeout must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out ceases as soon as the student has calmed and shall not exceed thirty minutes. The principal or other administrator may grant an extension beyond thirty minutes based on the individual student's continuing agitation.

Use of Inclusionary Time Out: The use of inclusionary time out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. Inclusionary time out includes practices used by school personnel as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled off "time out" rooms located within the classroom; use of such areas is considered to be an **exclusionary** time out). These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

Use of Exclusionary Time Out: Exclusionary time out as a school personnel-directed behavioral support is only used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. School personnel must be physically present with the student who is in an **exclusionary** time out setting. Students are never in a locked in a room. Exclusionary time-out ends when the student has calmed. School personnel-directed exclusionary time out may not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

Seclusion: Seclusion is the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. The key elements of seclusion are: 1) the student is alone with no staff present or immediately available and 2) the student is prevented from leaving the area. **The use of seclusion is prohibited in Massachusetts and is never used at South Coast Educational Collaborative.**

SUSPENSION POLICIES AND PROCEDURES

Suspension is rarely used at South Coast Educational Collaborative and is not considered to be an appropriate method of coping with or changing behavior. The use of suspension is utilized only in extreme cases and only with the purpose of protecting the health and safety of the student in question, other students and staff, and only to give the classroom staff and the student's sending school district time to develop an appropriate behavioral intervention or alternative placement.

School personnel make every attempt to assist students in making the right decisions about their behavior and avoid the use of suspension. However, a student may be suspended from a program for significant breaches of school policy and/or law, such as bringing to school illegal drugs, tobacco, alcohol, or a weapon; engaging in violence toward others; leaving the building without permission; and other behavior deemed dangerous or illegal.

In most cases of student misconduct, the Educational Administrator exercises discretion in deciding the consequence for the offense and considers a variety of ways to re-engage the student

in learning. Suspension is avoided whenever possible. 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.

Any student who commits a suspendable offense may be removed from school for a period of not more than 10 consecutive school days. If similar suspensions occur around the same infraction and are relatively close in time and demonstrate a pattern of behavior, a change of placement may be necessary. If a planned suspension will constitute a change in placement, the program and the sending school district will convene the IEP Team prior to such suspension to consider the following:

- Develop or review a functional behavioral assessment of the student's behavior;
- Modify a student's behavior plan;
- Identify appropriate alternative educational setting(s);
- Conduct a manifestation determination.

Definitions

- **In-School Suspension:**
 - Removal of a student from the regular classroom activities, but not from the school premises.
 - For no more than 10 consecutive school days, or no more than 10 total school days.
- **Short-Term Suspension:**
 - Removal of the student from regular classroom activities AND from the school premises.
 - For 10 consecutive school days or less.
 - The Principal may allow the student to serve a short-term suspension in school.
- **Long-Term Suspension:**
 - Removal of a student from the regular classroom activities AND from the school premises.
 - For more than 10 consecutive school days OR for more than 10 total school days for multiple offenses during a school year.
 - The Principal/Educational Administrator may allow a student to serve a long-term suspension in school.
 - May not last more than 90 days.
 - May not extend beyond the end of the school year.
- **Expulsion:** Removal for more than 90 days.

Educational Services and Academic Progress:

- Applicable to all disciplinary removals.
- Any student suspended for any length time, whether in-school or out-of-school, must be given the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to continue to make academic progress during the suspension.
- Students expelled or suspended for more than 10 consecutive days (in school or out) must be given the opportunity to receive educational services and make academic progress toward meeting state and local requirements through a school-wide education service plan.

TERMINATION POLICY

Students may be terminated from participation in a South Coast Educational Collaborative program for behaviors which endanger the health and/or safety of others or self, and for behaviors which significantly disrupt the integrity of the educational and therapeutic process.

The Educational Administrator, Principal, Teacher/Leader or designee, at the time of admission, makes a commitment to the sending school district that school staff will try every available means to maintain the student's placement until the sending school district's Special Education Administrator has had sufficient time to search for an alternative placement.

The Educational Administrator, Principal, Teacher/Leader or designee will immediately contact the student's sending school district if termination or discharge of the student is being considered. South Coast Educational Collaborative will not terminate the enrollment of any student, even in emergency circumstances, until the sending school district is informed and assumes responsibility for the student. At the request of the sending school district, South Coast Educational Collaborative will delay termination of the student for up to two calendar weeks to allow the school district the opportunity to convene an emergency TEAM meeting or to conduct other appropriate planning discussions prior to the student's termination. With the mutual agreement of South Coast Educational Collaborative and the sending school district, termination of enrollment may be delayed for longer than two calendar weeks.

Planned Termination

If termination or discharge is recommended, the student's Special Education Administrator will schedule a meeting and provide to all parties, including the parent and student (if appropriate) notice of this meeting ten (10) days in advance of the intended date of the meeting. The meeting shall be held for the purpose of planning and developing a written termination plan for the student. The plan shall describe the student's specific needs, the short and long term educational goals of the program, and recommendations for follow-up and/or transitional services. The Educational Administrator, Principal, Teacher/Leader or designee shall thoroughly explain termination procedures to the student, the parents, and the district Special Education Administrator. The written termination plan shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

Emergency Termination

In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others, South Coast Educational Collaborative shall follow the procedures under 603 CMR 28.09(12):

The program shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the program shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the program. With the mutual agreement of the program and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

RESTITUTION

Students who damage school property may be charged restitution for the damage, which may include the cost of replacement, labor costs, and cost of materials. Students will be able to develop a plan to pay off the restitution in increments.

TECHNOLOGY POLICY (INCLUDING SOCIAL MEDIA)

The use of technology and the Internet provides great educational benefits to students. Access to technology and the Internet is given as a privilege to students who agree to act in a considerate and responsible manner with the purpose of promoting the use of technology for educational purposes and to prevent inappropriate use of resources.

The proper use of technology in school provides information and communication technologies that are integrated across the curriculum and used to support student achievement. Such technologies are also used to support programs and activities that promote safe schools and healthy, responsible students. Site administrators control the access to and availability of technology in the classroom and other spaces to support educational outcomes. Students and staff may be required to jointly execute their best judgment about the appropriate use of technology. If a student has any questions about appropriate use, he/she should discuss it with a staff member.

General Guidelines

- Obtain permission from a staff person before accessing any technology resources
- Treat all school property with respect
- Report any system or hardware problems to a staff person immediately
- Following use, all technology is to remain as it was found
- Only educationally relevant gaming is allowed at school
- Only educationally relevant content may be viewed or transmitted at school
- Request permission from staff to attach any device other than a USB mouse

Network Guidelines

All students are provided access to the South Coast computer network. The following uses are not allowed on any South Coast technology devices:

- Storing files containing inappropriate content
- Storing executable files without permission
- Storing files on the server; please obtain staff assistance to store all personal files on a personal storage device (e.g., thumb drive, CD)
- Using a logon or password other than your own
- Intentionally bypassing internet filters
- Using proxies or any other devices or products designed to bypass internet filters

Internet Guidelines

South Coast has configured Internet access filters appropriate to the teaching and learning environment. Students are required to adhere to the following rules:

- Only educationally relevant sites may be accessed during class time
- Chat or IM may not be used for non-school related purposes
- South Coast equipment, connections or resources may not be used for the purpose of personal gain

Social Media Guidelines

South Coast Educational Collaborative recognizes the importance of social media as a tool for communicating, teaching and learning. The following guidelines address the student use of publicly available media including, but not limited to Facebook, Twitter, YouTube and other networking sites, blogs, online games and content communities.

- Be responsible. You are accountable for anything that you write or post online. Respect trademarks, copyrights and fair use requirements. Keep school and personal accounts separate.

- Staff members are unable to accept invitations to social network sites from students.
- Do not disclose or use confidential information. Do not post photos of students or staff.
- Cyber-bullying will not be tolerated.
- Be respectful. Remember that our community reflects diverse customs and values. Always express ideas and opinions in a respectful manner. Comments made about your school experience should be insightful and build a sense of community.

Guidelines for the Use of Other Electronic Devices

Access to technology may include cell phones, handheld computational systems, cameras, video equipment, and other sophisticated devices which must be handled appropriately:

- Portable game systems may not be used during class time.
- Use of MP3 players or other devices that deliver music or video are allowed at the discretion of the site administrator.
- Sexual material in any form including sexual photos, images or text messages should not be contained in any electronic device including cameras and smart phones, and transmission or sharing of such material is not just a serious violation of South Coast policy, but may constitute a criminal violation of child pornography statutes.
- Student possession of cell phones and other personal electronic devices is permitted.
 - Site administrators may require technology to be stored in a secure place or not brought into school, taking into consideration the needs of the school or classroom and the educational needs of the student(s).
 - Devices must be kept out of sight and powered off or silenced during the school day except when allowed by an administrator for educational purposes.
 - Cell phones may not be used during class time and the ringer must be turned off to avoid distractions.
 - Students may not have cell phones in their possession during MCAS/PARCC or NECAP testing.
 - Student-owned devices may be confiscated at the discretion of a South Coast administrator. Parents will be notified and provided with directions to pick up the confiscated device(s).
- Students are responsible for the care and security of all personal electronic devices carried with them onto school grounds. The school and South Coast are not responsible for preventing theft, loss, damage or vandalism.

Sensory Diet and Technology

A “sensory diet” is personalized activity that provides the sensory input a student needs to stay focused and organized. A sensory diet may include the use of various technological devices to help a student tolerate sensations and situations that he/she finds challenging or to regulate his/her alertness, limit sensory seeking and sensory avoiding behaviors, and handle transitions. The use of technology as part of a sensory diet is an educational application and may be included in a student’s Individualized Education Plan or as determined by classroom staff with input from a Clinician.

SOUTH COAST EDUCATIONAL COLLABORATIVE

**BULLYING PREVENTION AND INTERVENTION
INCIDENT REPORTING FORM**

COMPLAINANT INFORMATION

Name: _____ **Date:** _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged harasser solely on the basis of an anonymous report.)

Check whether you are the: ☐ Target of the bullying ☐ Reporter (not the target)

Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
 ☐ Parent ☐ Administrator ☐ Other _____

Home/Cell Phone: _____

If student, which program? _____ **Grade:** _____

If staff member, which program?

INFORMATION ABOUT THE INCIDENT:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incident(s):

Time When Incident(s) Occurred:

Location of Incident(s) (Be as specific as possible):

Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used. Please use additional space on back if necessary.

Signature of Person Filing this Report: _____

_____ Date: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged harasser solely on the basis of an anonymous report.)

Form Given to: _____

Position: _____ **Date:** _____

Signature: _____ **Date Received:** _____

INVESTIGATION

Investigator(s): _____ **Position(s):** _____

Interviews:

☐ **Interviewed aggressor Name:** _____ **Date:** _____

☐ **Interviewed target Name:** _____ **Date:** _____

☐ **Interviewed witnesses Name:** _____ **Date:** _____

Name: _____ **Date:** _____

Any prior documented incidents by the aggressor?

☐ **Yes** ☐ **No**

If yes, have incidents involved same target or target group previously?

☐ **Yes** ☐ **No**

Any previous incidents with findings of BULLYING, RETALIATION?

☐ **Yes** ☐ **No**

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

CONCLUSIONS FROM THE INVESTIGATION

Finding of bullying or retaliation: ☐ Yes ☐ No
 ☐ Bullying ☐ Retaliation

Contacts:

- ☐ Target's parent/guardian Date: _____
- ☐ Aggressor's parent/guardian Date: _____
- ☐ Law Enforcement Date: _____
- ☐ Other: _____ Date: _____

Action Taken:

Describe Safety Planning:

- ☐ Report forwarded to Site Leader (if Site Leader was not the investigator): Date_____
- ☐ Report forwarded to Executive Director: Date_____

Signature

Title _____

Date _____

SOUTH COAST EDUCATIONAL COLLABORATIVE

DISCRIMINATORY HARASSMENT REPORTING FORM

COMPLAINANT INFORMATION

Name: _____ Date: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged harasser solely on the basis of an anonymous report.)

Check whether you are the: ☐ Target of the harassment ☐ Reporter (not the target)

Check whether you are a: ☐ Student ☐ Staff member (specify role) _____

☐ Parent/Guardian ☐ Administrator ☐ Other _____

Home/Cell Phone: _____

If student, which program? _____ Grade: _____

If staff member, which program? _____

INFORMATION ABOUT THE INCIDENT

Name of Target (of harassment): _____

Name of Aggressor (person who engaged in the harassment):

Date(s) of Incident(s):

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible):

Witnesses (List people who saw the incident or may have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used. Please use additional space on back or additional pages, if necessary.

Signature of Person Filing this Report: _____

Date: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged harasser solely on the basis of an anonymous report.)

Form Given to: _____

Position: _____ Date: _____

Signature: _____

Date Received: _____

INVESTIGATION

Investigator(s): _____

Position(s): _____

Interviews:

☐ Interviewed alleged harasser Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

Any prior documented incidents by the alleged harasser? ☐ Yes ☐ No

If yes, have incidents involved same target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of discriminatory harassment? ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

CONCLUSIONS FROM THE INVESTIGATION

Finding of discrimination: ☐ Yes ☐ No

Type of discrimination: _____

Contacts:

- | | |
|---|-------------------------|
| <input type="checkbox"/> Target's Parent/Guardian | Date of Contact : _____ |
| <input type="checkbox"/> Harasser's Parent/Guardian | Date of Contact : _____ |
| <input type="checkbox"/> Law Enforcement | Date of Contact : _____ |
| <input type="checkbox"/> Other: | Date of Contact : _____ |
| <input type="checkbox"/> Office of Civil Rights | Date of Contact : _____ |

Action Taken:

Describe Safety Planning:

☐ Report forwarded to Site Leader
(if Site Leader was not the investigator): Date_____

☐ Report forwarded to Executive Director: Date_____

Signature: _____

Title: _____