



*South Coast
Educational Collaborative*

HIGH SCHOOL SERVICES

**STUDENT-FAMILY HANDBOOK
2025-2026**

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**SOUTH COAST EDUCATIONAL COLLABORATIVE
HIGH SCHOOL SERVICES - STUDENT AND PARENT HANDBOOK**

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

SOUTH COAST EDUCATIONAL COLLABORATIVE

Welcome to South Coast Educational Collaborative and our elementary school community.

Our mission is to provide educational and therapeutic services that support and enhance our member and participating districts, while expanding opportunities for children, families, and staff.

For more than thirty years, South Coast Educational Collaborative has been at the forefront of educational progress. Guided by an entrepreneurial spirit and a deep commitment to the needs of our students, families, and districts, we continue to grow, innovate, and deliver lasting benefits to all we serve.

CORE VALUES

We, at South Coast Educational Collaborative, believe that:

- 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.

Dr. David R. Heimbecker
Executive Director

South Coast Educational Collaborative
BOARD OF DIRECTORS

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**SOUTH COAST EDUCATIONAL COLLABORATIVE
HIGH SCHOOL SERVICES**

Gallishaw High School

Francis W. Gallishaw School

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Gallishaw High School is a school-to-career transition school providing comprehensive educational, vocational, and therapeutic services, as well as related services, necessary for a successful transition to adult life for students in grades nine (9) through twelve (12) with social, emotional, behavioral, academic and other challenges that have inhibited success in school. The curriculum is aligned with the Massachusetts Curriculum Frameworks. Other components include project-based learning, STEAM themes and techniques, remedial assistance, inclusion opportunities and supports, job development and internships, credentialing programs, and partnerships with technical training institutes and colleges/universities.

Gallishaw High School operates according to a 220-day school calendar; and the Gallishaw program at Seekonk High School operates according to a 205-day school calendar. Students attend five days per week and six- and one-half (6 ½) hours per day for 180 days. During Extended School Year, the students attend four (4) and one-half days per week for five and one-half (5 ½) hours for forty days. Transportation to and from school is provided by the student's sending school district. Gallishaw High School has access to school vehicles which are utilized for community educational, recreational and vocational experiences.

PHILOSOPHY

All students are capable of learning, given the proper structure, environment and programming. Academic achievement is promoted by individualized planning and positive supports 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.

At the high school level, all curricula revolve around transition services. This is a results-oriented process focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school activities, including postsecondary education, vocational education, sheltered employment, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/ 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 the acquisition of independent living skills and functional vocational education.

Each classroom 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' identity through positive input, applying supportive approaches to discipline, and providing motivation management for each student.

MISSION STATEMENT

It is the mission of Gallishaw High School to examine the individual needs and goals of each student and assist them in the choices with which they are confronted as they approach adulthood. It is important to consider the impact of each decision and its outcome for each student. It is our mission to work closely with all people in a student's life to ensure that each intervention is thoughtfully taken with the student's long-term best interest in mind. These interventions are designed to promote a functional academic knowledge base, communication skills, vocational skill acquisition, independent living skills, and social-emotional growth which will result in a successful transition to postsecondary education, vocational education, integrated employment, supported employment, sheltered employment, continuing and adult education, adult services, independent living, and/or community participation.

PROGRAM OF STUDIES

Gallishaw High School provides transition services, individualized instruction, counseling and positive behavioral intervention and supports which enhance the learning strands of the *Massachusetts Curriculum Frameworks*. Each student engages in a program of studies that parallels that of South Coast Educational Collaborative's member and participating school districts. Modifications and accommodations are made to allow for student abilities, developmental challenges, individual learning styles, and personal and career goals.

Consistent with Massachusetts regulation, 603 CMR 26.05(1), South Coast Educational Collaborative, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with the Collaborative guidelines, families may request information from the program administrator/leader on available accommodations related to the curriculum content.

CURRICULUM COMPONENTS

Academics

Instruction is individualized for each student within the scope of the *Massachusetts Curriculum Frameworks*. Academic subjects include English language arts, mathematics, history and social sciences, and science and technology/engineering. Physical education, art and music are also provided. Inclusion opportunities are available at Seekonk High School.

The environment of a highly structured, low stimulus setting is provided to maximize learning. Active, authentic learning is emphasized through a hands-on, project-based approach which heightens motivation and concept development for students who are difficult to engage through traditional methods. Strategies include the use of technology, on-line learning, assistive technology, positive behavioral supports, data collection and analysis, and expert consultants, including a reading specialist.

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 when the student has the opportunity to actively participate in all aspects of transition planning. Students are encouraged to attend and actively participate in their IEP development and meetings.

Vocational options are available for students at Gallishaw High School which provide assessment, training, internships and job placement for eligible students. Gallishaw High School also maintains partnerships with Bristol Community College, Motoring Technical Training Institute (M.T.T.I.) and other colleges/universities and technical training institutes to enhance and support career training and continued education.

Independent Living Skills

Students are assisted in developing the skills necessary for independence in daily life. Instruction is provided through a combination of discreet visits and context embedded activities. Subjects include, but are not limited to money skills, appearance and grooming, housing, social skills, recreational activities and transportation.

Technical Skills

The Technical Skills Program is designed to identify student skills and interests within a cluster of technical occupations. By providing experiences across several occupations, the program provides a project-based approach to learning about and identifying potential career pathways. Students sample activities such as construction trades, industrial maintenance, power mechanics, landscaping, and academic concepts related to emerging occupational trends.

Hospitality

The Hospitality Program is designed to provide hands-on experiences and identify strengths and interests within the hospitality industry. Students participate in the operation of a full-service food establishment and gain exposure to various aspects of the industry. An emphasis is placed on social competence and customer skills, in addition to food preparation and management.

Work Experience

Students are afforded the opportunity to participate in community-based vocational experiences. Students are initially assessed to determine their interests and skills. Community placements are developed to provide experiences in a student's area(s) of interest. Local businesses serve as hosts, providing opportunities and mentoring. At times, students may be offered employment as a result of their placement. Job coaches assist and monitor the student's progress in the community setting. The goal of community-based work experience is to identify areas of potential occupational success and provide real-life experiences in those occupations.

DEEPER LEARNING

The Collaborative also utilizes the Deeper Learning approach to teaching and learning. Deeper 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. There are many opportunities for students to process information and ideas as they develop and use literacy and thinking skills. Students are less passive and more engaged in the learning process.

Through deeper 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 Deeper Learning are as follows:

Character, Communication, Citizenship, Creativity, Collaborative, and Critical Thinking

Positive Behavioral Interventions and Supports (PBIS)

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 via positive input, applying positive approaches to discipline and providing motivation management for each student. PBIS allows for a rich collection of data which both documents student growth and development and provides the basis for making informed changes to student programming and teaching strategies.

Counseling

Individual, small group, and crisis counseling are provided for all students. Prominent themes are self-esteem, relationships, social skills, anti-bullying, authority issues and post-secondary options. Appropriate expression of feelings and emotions is developed through anger management and conflict resolution training and practice. The therapeutic process is applied to assist students who may be experiencing social or emotional stressors which interfere with the student's ability to function successfully in the school or work environment.

Community Experiences

Gallishaw High School sponsors a community involvement program which stresses sharing responsibility for others and developing a feeling of belonging to a larger community.

Educational and recreational community experiences are provided to enhance knowledge of the world and its people. Educational, vocational and community service plans involving coursework and grades in the four major academic areas may be developed and implemented through these field experiences.

Additional Services

Gallishaw High School provides case management services to coordinate therapies, services and family support. The school provides assessment, interpretation and remediation in the areas of communication, reading, written expressive language and organizational and study skills. MCAS preparation and tutoring is available to all students.

RELATED SERVICES

Related services are provided as recommended by a student's IEP Team. Consultation services and access to recognized experts across a number of disciplines provide enhanced ability to assist students and their families and improve student outcomes. Services include, but are not limited to, speech and language therapy, occupational therapy, physical therapy, applied behavior analysis, adapted physical education, and vision/mobility training.

COLLABORATIVE PROBLEM SOLVING

At SCEC, we're always looking for ways to better support children and families. We partnered with Massachusetts General Hospital's Department of Psychiatry to begin training in the Collaborative Problem Solving® (CPS) approach.

CPS is a proven, trauma-sensitive way of working with children that helps reduce challenging behavior, teaches important life skills, and strengthens relationships with adults. The approach is based on the idea that when children struggle to meet expectations, it isn't because they don't want to—it's because they're missing the skills they need. These may include problem-solving, flexibility, or frustration tolerance.

Through CPS, we work alongside children to build these skills. Instead of relying on strict rules, punishments, or rewards, we focus on understanding each child's needs and solving problems together. This approach not only helps kids succeed but also creates a more positive and supportive school environment for everyone.

SHINE Academy
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The high school classrooms at SHINE Academy provide educational services to students between the ages of fifteen (15) and eighteen (18) years with an educational diagnosis of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical challenges. The mission is to develop skills that will enable students to become productive citizens in their communities and to participate as fully as possible in all areas of life with the goal of transitioning students to a community-based program or sheltered or competitive employment. The goal is to increase the skills of its students in the following areas: communication and language skills, functional academics, independent living skills, vocational skills, social relationships, physical education/recreation, positive behavior and community inclusion. Focus is placed on producing desirable outcomes for students such as paid employment and being active, contributing members of the communities in which they live. Educators incorporate research-based best practices with supports provided by continual professional development, technical assistance, and a network of expert consultants.

SHINE Academy operates according to a 220-day calendar, five (5) days per week, six and one-half (6 ½) hours per day for 180 days. During Extended School Year, the students attend four (4) and one-half days per week for five and one-half (5 ½) hours for forty days. Students are transported to and from school by their sending school districts. Collaborative-owned vehicles are utilized during the day for community educational, recreational and vocational experiences.

MISSION STATEMENT

SHINE Academy is a comprehensive educational/transitional program designed to enable students to acquire the skills necessary to participate in all areas of life to their maximum level of ability. Through attention to transition services, specialized teaching techniques, adaptations and modifications of curriculum and environment, and the use of positive behavioral intervention and supports, students are provided unique opportunities to achieve success in community integration, independent living skills, vocational 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 take advantage of students' individual learning styles, communication methods and post-secondary goals. The daily schedule provides students with instruction in functional mathematics, English language arts, history and social sciences, science and technology/engineering, health, and physical education/recreation. In addition, students receive education in vocational skills, socialization and independent living skills. Art and music are integrated throughout the core curriculum. A wide variety of related services, such as physical therapy, occupational therapy, speech-language therapy, applied behavior analysis, and vision/orientation and mobility 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, iPads and other assistive devices in the classroom. Positive behavioral intervention and supports (PBIS) are implemented to encourage the development of appropriate social behaviors.

Students have access to a complete core curriculum linked to the *Massachusetts Curriculum Frameworks*. Each student engages in a program of studies aligned to the *Frameworks*. Modifications are made to allow for student abilities, developmental challenges, learning styles and post-secondary goals. The curriculum is competency-based and all students are assessed through the use of portfolios as well as other curriculum-based assessment.

Consistent with Massachusetts regulation, 603 CMR 26.05(1), South Coast Educational Collaborative, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with the Collaborative guidelines, families may request information from the program administrator/leader on available accommodations related to the curriculum content.

DEEPER LEARNING

The Collaborative also utilizes the Deeper Learning approach to teaching and learning. Deeper 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. There are many opportunities for students to process information and ideas as they develop and use literacy and thinking skills. Students are less passive and more engaged in the learning process.

Through deeper 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 Deeper Learning are as follows:

Character, Communication, Citizenship, Creativity, Collaborative, and Critical Thinking

COMMUNITY EXPERIENCES

SHINE Academy provides community experiences for its students in a variety of ways. Students participate in recreational, educational, and vocational experiences on a regular basis. Small groups of students practice their functional academic and independent living skills at supermarkets, restaurants, laundromats, the Seekonk YMCA, and other facilities in the community. Students also participate in various community-based work experiences.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT

SHINE Academy incorporates the philosophy of Positive Behavioral Intervention and Supports (PBIS) to maximize student potential and achievement. PBIS provides a platform from which all other components of the program naturally grow. The fundamental aspects of PBIS include understanding and recognizing the hierarchy of student needs, development of classroom culture, providing communication which promotes classroom management, shaping students' identity via positive input, applying positive approaches to discipline, and providing motivation management for each student. 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 strategy.

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. Students are encouraged to attend and actively participate in their IEP development and meetings.

GENERAL POLICIES AND PROCEDURES – HIGH SCHOOL PROGRAMS

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 to 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 staff 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, 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 or sexual orientation.

All educational and therapeutic staff, 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, 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, limited English-speaking ability, 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 based on 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, color, sex, gender identity, religion, national origin, limited English-speaking ability, 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 supportive and/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, counseling services, health services, transportation, recess and 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. Also, the *Policies and Procedures Manual* can 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 (FERPA). Such rights include, but are not limited to access to student records, confidentiality, student learning time, bullying prevention and intervention, prevention of 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 adheres to all laws and regulations pertaining to student records, including confidentiality, inspection, amendment, and destruction of student records. Records will be filed according to a student's legal name. Preferred names or nicknames may be found in the text of the documents therein, however, the legal identifier for the purposes of the record shall be the legally recognized name of the student.

At each 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.
As stated in **603 CMR 23.07 (2)**:

(2) Access of Eligible Students and Parents: The eligible student or the parent, subject to provisions of 603 CMR 23.0 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided un 603 CMR 23.07 (5). Upon request for access, the entire student record, regardless of the physical location of its parts shall be made available.

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 Executive Director, 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.

The newly revised IEP requires student input and a team vision beginning at the age of three years with associated goals beginning at the age of 14 years.

REPORTS OF PROGRESS

Each student's progress toward the annual goals and objectives in his/her IEP is measured by rigorous data collection. Parents/guardians/caretakers educational surrogate parents 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 times per year for students attending 12 months and four times per year for students attending 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 Framework* 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 elementary classrooms 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

In order for students to demonstrate academic and therapeutic success, consistent attendance and participation in school are necessary. When a student is unable to attend school due to illness or any other reason, the parent/guardian/caretaker is required to notify the school and provide acknowledgement of the absence. Medical documentation may be required for extended absences.

STRUCTURED LEARNING TIME

Every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time. Time which a student spends at school breakfast and lunch, passing between classes, 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 the 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

It is helpful when families can assist their elementary children in maintaining appropriate attire and hygiene. Clothing must be free of obscene, suggestive, or otherwise inappropriate writing, logos, and artwork. Clothing should fit properly, be in good repair, and not be inappropriately revealing.

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 twenty (20) for Bullying Prevention and Intervention and page twenty-four (24) 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 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 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.
- Be safe at all times.

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 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 themselves 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/guardian-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 which may improve the student’s progress.
- Provide parent with suggestions to enhance consistency at home.

Representatives of the student’s sending school district may also be contacted and a Team meeting to review the student’s behavior may be held. 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 school site has at least one full-time School Nurse assigned to the program. 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 blood borne 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.
- Use of Personal Protective Equipment (PPE)
- Cleaning and sanitizing work areas
- 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 a student can be admitted to South Coast Educational Collaborative. These forms are updated as needed, but at least annually.

Immunizations

In accordance with the General Laws of Massachusetts, each child entering school must have received all required immunizations. Parents/guardians 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); Meningococcal (MenACWY). 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 of immunizations required according to the age of the child.

The South Coast Educational Collaborative (SCEC) has a duty of care under the Occupational Safety and Health (OSHA) Act of 1970 to provide a safe workplace for its employees and students. To fulfill the duty of care, an employer is allowed to ask for proof of vaccination against COVID-19. If an employee or student is unable or unwilling to provide proof of vaccination, SCEC will enforce other workplace safety policies such as mask wearing, social distancing, etc. The COVID-19 vaccines are one of the best ways to protect yourself and those around you from getting sick with COVID-19. These vaccines have been approved for emergency use by the Food and Drug Administration (FDA) and are readily available to all eligible individuals in the states of Massachusetts and Rhode Island.

Currently, SCEC is not mandating the COVID-19 vaccine for its employees or students. However, to mitigate exposure events, SCEC now requires its employees and students who have received the vaccine to report that information and provide written documentation of vaccine administration. The document must include name, date of birth, dates of administration, vaccine administrator and location. Do not include any medical or genetic information with proof of COVID-19 vaccination.

All vaccine information will be kept in the employee's/student health record and not shared with a third party without prior written consent of the individual and/or parent/guardian. This policy only applies to individuals for whom the COVID-19 vaccine has been authorized by the FDA and not applicable to students under the age of twelve (12) at this time.

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.

Mandated Screenings

According to Massachusetts general laws, **all students** are required to have vision, hearing, Growth and Development using body mass index (BMI) and postural screenings, and Brief Intervention and Referral to Treatment (SBIRT) at certain grade levels in school. Parents and Guardians may opt out of any screening.

Vision and Hearing Screenings are mandated by the state of Massachusetts to be done annually in grades K-5 as well as in one grade in middle school and one grade in high school. At SCEC, vision and hearing will be completed in the 7th grade. At the high school level, vision and hearing will be completed in the 10th grade. Parents/Guardians will be notified of any deviations from normal that should be checked by a physician.

Postural Screenings are required to be provided in all SCEC programs to all students in grades 5-9. These grades cover the years in which adolescents experience most rapid growth, and in which signs of curvature most often appear. If minor postural concerns are found, the student will be re-checked by the school physician every six months or as needed to detect changes. You will be notified to contact your physician if further evaluation is necessary.

Growth and Development Screenings are required to be conducted annually following height and weight screening protocols which include the calculation of a Body Mass Index (BMI) and percentile for grades 1,4,7, and 10. The results will be kept confidential in each student's school health record.

SBIRT Screening (Screening, Brief Intervention, and Referral to Treatment) focuses on prevention, early detection, risk assessment, brief counseling and referral for assessment that can be utilized in the school setting. 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.

Please see the complete *Policy on Use of Verbal Screening Tools for Substance Use Risk* in SCEC's Policies & Procedures Manual which is located on our website: www.scecoll.org.

SUBSTANCE ABUSE POLICY & PROTOCOLS

The goal at South Coast Educational Collaborative (SCEC) is for students to participate and contribute as fully as possible in the communities in which they live. The health, safety and well-being of students are our highest priority. SCEC recognizes that student, family, and school collaboration are vital in supporting a student's learning and development. SCEC is committed to providing a high-quality educational program to all students in a safe and healthy environment. The school environment is the place in which intelligence, capabilities, and skills are developed and enhanced. At SCEC, an educational/ medical/health approach will be utilized to help students decide not to use alcohol, tobacco, and illegal drugs. Our school policy has been developed to maintain high standards of behavior and to underscore our commitment to maintaining healthy growth and development in our students, a respect for the quality of our educational environment and to maintain safety for our school community.

Student Support Team

SCEC has established a Student Support Team (SST) to provide education, assistance, and support for students affected by their own or others' substance-related problems. The SST at SCEC will consist of medical and clinical professionals including the student's mental health clinician, school nurse, and school psychologist where applicable; administrator; and teacher. With reasonable suspicion, the school administrator will refer the student to the SST for further exploration of a suspected or known substance-related problem. The SST will collaborate with the student and parents/guardian to develop a therapeutic plan on a case by case basis, providing recommendations for follow-up care. SCEC will maintain student confidentiality while promoting school-based efforts to combat substance abuse.

No Smoking/ Vaping Policy

South Coast Educational Collaborative complies in full with the federal Pro-Children Act of 1994 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 in the school building, on school property or at any school-sponsored activity. Smoking is also prohibited in any school vehicle and during any school-sponsored community trips or other activities. No tobacco products, or nicotine delivery systems without a doctor's order, are allowed in school. The following will be included in the tobacco products policy vapes, JUUL's & e-cigarettes. Possession of all types of smoking paraphernalia including, but not limited to lighters, matches, cigarette rolling papers, electronic nicotine-delivery devices, vaporizers or any other types of flammable igniters are not permitted on school premises or other school related events; these articles will be confiscated. Parents/ guardians will be informed and asked to make arrangements to pick up the confiscated items. With reasonable cause, the administrator reserves the right to initiate a search and confiscate any of the above items. Possession of these items will be cause for progressive discipline up to and including in- or out of school suspension.

Alcohol, Tobacco, and Drug (ATOD) Use Policy

The possession, distribution, sale, or under the influence of alcohol; tobacco products, including vapes/E-cigarettes; any controlled substance; synthetic (including but not limited to "K2", "Spice" and/or bath salts) substances; look-alike drugs; drug related paraphernalia; volatile substances; and illegal drugs on school grounds, at any school function, and in school vehicles is a violation of law and is strictly prohibited.

AT NO TIME SHOULD A STUDENT BE IN POSSESSION OF ANY DRUG UNLESS SUCH DRUG HAS BEEN PRESCRIBED AND PHYSICIAN'S ORDERS ARE ON FILE WITH THE SCHOOL NURSE FOR SELF-ADMINISTRATION.

SCEC will respond to the use of alcohol, tobacco, illegal drugs, and misuse of prescription and over the counter medication through health education, medical/health assistance, progressive discipline, with possible referral to emergency medical treatment. Physical and psychological dependence upon chemical substances creates health problems

and is counterproductive to the goals of education. Therefore, use, possession, or sale of alcohol, tobacco, and drugs will not be permitted as it undermines the education process. Equally serious are the detrimental physical and emotional effects caused by alcohol and drug abuse.

It should be noted that whether someone is under the influence will be determined after a reasonable suspicion is raised in the mind of any staff person. Changes in behavior or physical appearance, self-admission, or information provided by a peer and substantiated by any other evidence raise reasonable suspicion.

Substance policy violations on school grounds, at any school-sponsored function, and in any school vehicle are subject to immediate consequences, including out-of-school suspension, possible expulsion for drug offenses and/or police involvement. Additionally, any student who is under the influence of drugs or alcohol at a school-sponsored community activity, will be barred from that activity and may be subject to disciplinary action. The school administrator will notify the parent/guardian of the violation and a search and seizure will be conducted by the appropriate authority.

Search and Seizure

The Supreme Court of the United States has ruled that a warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute. Probable cause is not required before a student may be searched; rather, before conducting a search, the teacher or administrator must have reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The search must be reasonable in its scope as well as its inception.

Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive considering the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.

Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents, and, if necessary, police, can arrive at school to assist, as deemed appropriate. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken. Search of a student or his/her belongings in accordance with the policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

Responding to Violations of Alcohol, Tobacco, and Drug Policy

Students violating SCEC's alcohol, tobacco, and drug policy will be subject to disciplinary action. To maintain equity in disciplinary actions, program administrators will be guided by district guidelines for the discipline of both elementary and secondary students in providing student consequences for defined student behaviors. It is expected that disciplinary actions be progressive in nature.

The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn personal accountability. Discipline is the dual responsibility of the home and school. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and equity while considering the individual circumstances in each incident of student misconduct. SCEC will actively engage parents/guardians in the Progressive Discipline approach by involving them in ongoing conversations about their student's achievement, well-being, and behavior. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the impact their behaviors have on others
- Take responsibility for their actions

- Be given the opportunity to learn prosocial strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior re-occurs

Determining the disciplinary response

In determining how to best address policy violation, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- The nature, severity, and scope of the behavior
- The student's age and maturity
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each).

Procedures

These procedures are not exhaustive nor are they meant to be rather these are guidelines for addressing inappropriate conduct and suggested disciplinary consequences. A range of discipline is possible within these guidelines, and school administrators have the discretion to impose more severe consequences than contained within these guidelines depending on the individual circumstances presented. Consequences may carry over from one school year to the next. Please be aware that some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Step 1: Verbal warning with written report, Counseling, Referral to Student Support Team

The Primary focus of this school intervention is medical evaluation, parent/guardian involvement, in-house team meeting and counseling. Step one creates an opportunity for the SST to discuss with the student and parent/ guardian the nature of the problem and/or violation of policy. SCEC will respond to the use of alcohol and illegal drugs through education, medical/ health assistance, and discipline. The administrator will clearly describe student expectations and steps the student must take to improve his or her conduct, with the additional guidance from the SST and collaboration between the student and parent/guardian. The administrator will prepare written documentation of the verbal counseling. The student and parent/ guardian will be asked to sign this document to demonstrate his or her understanding of the issues and the corrective action.

Student Use, Possession and Distribution of ATOD:

With reasonable suspicion, a SCEC staff member will notify the administrator of the nature of the concern.

If a student is suspected of being under the influence (i.e., exhibiting signs of impairment), the school nurse will be notified to assess potential medical risk. If the school team determines that the student is at risk for medical harm, the school nurse will refer the student to emergency medical treatment. SCEC emergency procedures will be followed, as applicable.

The principal will notify the parents/guardian and request a Parent/Guardian - School Team meeting. If the student is not exhibiting signs/ symptoms of compromised health to the best of the school nurse's ability, the administrator will request the student's parent/ guardian pick up the student within a reasonable time frame. If a parent/guardian/caretaker is unavailable, the student will remain under in-house suspension for the remainder of the school day. Any class work missed because of the offense will be made up under in-house suspension on the following day.

The administrator will convene the Student Support Team.

The sending school district will be notified of the offense by phone and/or in writing.

Student Witness to Use, Possession and Distribution of ATOD:

If at any time, a student found to be in the presence of other student(s) using or distributing alcohol, tobacco, and/or drugs:

- A SCEC staff member will notify the administrator of the nature of the concern.
- All students involved may be subject to a search. Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student, or students, have violated or is violating either the law or school policy.
- Administrator will inform the parent/ guardian of the incident.
- Referral to Student Support Team for further exploration.
- Disciplinary action, with possible suspension, may occur.

If a student voluntarily confides an alcohol, tobacco and/or drug problem to a staff member, a SCEC staff member will notify the administrator who will consult with the student's parent/guardian, SST, and the sending district to discuss recommendations with referral to treatment. The collaboration between the student, school team and the student's health care team will be prioritized.

Step 2: Written warning, District Meeting & Ongoing SST Involvement

The step two written warning involves the student's parent/guardian and the sending school district will be notified in writing of the offense. The student and parent(s) will be asked to attend an emergency Team meeting to process the issue. During Step 2, the administrator will meet with the student, parent/ guardian, and sending district to review the student's performance and conduct and an individualized plan requiring the student's immediate and sustained corrective action. The written warning may also include a statement indicating that the student may be subject to additional discipline, as determined by the school administrator and the student's sending district, if immediate and sustained corrective action is not taken. At the discretion of the SST, a student with repeat occurrences may be asked to complete a medical evaluation prior to school remittance. Any treatment recommendations should be shared between the student, parent/ guardian, SST, and sending district.

Step 3: Suspension and final written warning

Some performance, conduct or safety incidents are so problematic and harmful, such as a student found selling or distributing drugs or alcohol at school, on school grounds, or at a school-sponsored event, that the most effective action may be the temporary removal of the student from in-school learning (i.e., Out of school suspension). When immediate action is necessary to ensure the safety of the student or others, the administrator may suspend the student pending the results of an investigation. Police will be notified immediately. The student's parent/guardian and the sending school district will be notified immediately. A follow-up team meeting will be convened to determine the course of action to be taken.

Step 4: Recommendation for termination of enrollment and/or referral to treatment

The last and most serious step in the progressive discipline process is a recommendation to attend and complete a drug rehabilitation program or termination of student enrollment. SCEC will make reasonable efforts to exercise the progressive nature of this policy by first providing warnings, issuing a final written warning and/or suspending the student before proceeding to a recommendation to terminate enrollment. If all referral to treatment options have been exhausted and a parent/guardian/student/SST meeting has been completed, student refusal to attend a drug rehabilitation program may result in student termination of enrollment.

SCEC reserves the right to combine and skip steps depending on the circumstances of each situation and the nature of the offense. Furthermore, students may be terminated from enrollment without prior notice or disciplinary action.

(LEGAL REFS.: M.G.L. Chapter 71, S. 37H and 37L; M.G.L. Chapter 76, S. 16 and 17; and MA Regulation 603 CMR 53. For more information, visit: <https://www.doe.mass.edu/lawsregs/603cmr53.html>)

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 familiar with, all emergency procedures. Fire drills are conducted on a regular basis. Primary and secondary exit routes are posted in each room. Teachers bring their daily attendance sheets outside and staff and students meet in the 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

The Family Partnership Networks (FPN) is directly aligned with South Coast Educational Collaborative's core values, that state, "The family unit and the family-school partnership are essential factors in supporting and sustaining a student's wellness, learning and development." In addition to providing strategic and collaborative support to students and their families, FPN's goal is to foster a sense of belonging while developing a transformative relationship with family members as leaders and collaborators in their child's education. FPN provides a safe and transparent environment that emphasizes a mutual exchange of communication with families, educational partners, community partners, healthcare providers, and family support service agencies. Through adaptation of a family systems perspective and a strengths-based model, the family is viewed as a dynamic and interactive entity, with the student as center, utilizing a more collective approach to student learning. In supporting family stability, regulation, and social connectedness, the student is provided with a solid foundation for wellbeing, performance and success. The intent is to develop a network of student and caregiver support that is responsive to family diversity, uniqueness, and expertise. The outcome is to support caregivers in providing continuity of care and services for their child and family as part of a collaborative team with mutual goals and individualized and transformative action plans.

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. 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 always display it prominently.
- 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 programs by 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/guardian 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 safeguarding 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 they feel 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.

ALTERNATIVE TRANSPORTATION

Students who will not be taking the bus or other usual transportation must provide written parental 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 and is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying 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 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 using 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.

Parents/guardians/caretakers, 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. *(Please see Appendices for Reporting Form.)*

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 Problem Resolution Systems (PRS)
135 Santilli Highway, Everett, MA 02149
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>

When first informed of the incident, the student’s Educational Administrator 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 (14) 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 if bullying occurred based upon all 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: SCEC 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.

The *Bullying Prevention and Intervention Plan* is posted on the SCEC 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.

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating. Harassment does not need to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by South Coast Educational Collaborative. When such harassment is based on race, color, national origin, sex or disability, it violates the civil rights laws that OCR enforces.

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 action 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 updating 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.

ANTI-HAZING POLICY

The term "hazing" means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely

to adversely affect the physical health or safety of any student or other person, or which subjects a student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Consent shall not be available as a defense to any prosecution under this action.

Additionally, Massachusetts law provides that whoever knows that another person is the victim of hazing and is at the scene of the crime shall, to the extent that such person can do so without danger or peril to himself or others, report the crime to an appropriate law enforcement official as soon as reasonably practicable. M.G.L. c. 269 s. 17 & 18, the Massachusetts anti-hazing law, provides that anyone who is an organizer or participant in the crime of hazing shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both.

On or before October 1 of each year, the Educational Administrator of each of South Coast Educational Collaborative's high schools files a report with the Bureau of Student Services which includes the following certifications:

- that the school has issued a copy of M.G.L. c. 269, §§ 17 through 19 to every group or organization under its authority and to every member, plebe, pledgee or applicant for membership in such group or organization;
- that the school has issued a copy of M.G.L. c. 269, §§ 17 through 19, to every non-school affiliated organization;
- that the school has obtained an acknowledgement of receipt from an officer of every group or organization under its authority, and every individual which has received a copy of M.G.L. c. 269, §§ 17 through 19;
- that the school has obtained an acknowledgement from a contact person for each non-school affiliated organization that such organization has distributed a copy of M.G.L. c. 269, §§ 17 through 19, to every member, plebe, pledgee or applicant for membership in such group or organization;
- that the school has adopted a disciplinary policy with regard to the organizers of and participants in hazing which has been approved by the Board of Directors, is available to anyone upon request and has been filed with the Bureau of Student Services as required by M.G.L. c. 71, § 37H.

REGISTERING COMPLAINTS OR GRIEVANCES

Parents/guardians/caretakers 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, they are 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 CLOSURES

In the event of snow or other weather emergencies, school may be canceled or delayed. Staff and parents/guardians are encouraged to register for the text message alerts when school is closed or delayed. If school is canceled for the school

district in which a program is located, then that program is also canceled. If school is delayed for the school district in which a program is located, then the opening of the program will also be delayed. For instance, if the SCEC program is in Seekonk, then the program will follow the determination of Seekonk Public Schools. Main office employees follow the cancellation and delay schedule of the Swansea Public School District.

There may be times when students are dismissed early from school due to weather. Educational personnel will contact each parent/guardian/caretaker to ensure that a responsible adult will be at home to accept the student. 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/guardians 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, Student-Family 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.

HOMEWORK POLICY

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

TRANSITION SERVICES

The Individuals with Disabilities Education ACT (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, 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 14 in the new IEP year and updated annually thereafter.

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.

SUMMARY OF PERFORMANCE

The Summary of Performance is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. For a student whose eligibility under special education terminates due to graduation with a regular diploma or certificate of achievement, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" (§300.305(e)(3)).

At South Coast Educational Collaborative, during the term that a student is attaining age 22 (age 21 for Rhode Island students) or is graduating, a Summary of Performance is developed. The Summary of Performance includes a description of the student's academic achievement and functional performance as well as recommendations on how to assist the student in meeting his/ her desired postsecondary outcomes (e.g., postsecondary courses of study, employment, community experiences, independent living skills and needs, etc.) The Summary of Performance is typically developed by a SCEC School Adjustment Counselor with input from appropriate educators, related service providers, and the student and his/her family. The Summary of Performance is provided to the student and/or parent/guardian/caretaker and to the sending school district.

The Summary of Performance and accompanying documentation is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disability Act to help establish a student's eligibility for reasonable accommodations and supports in postsecondary settings. The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The Summary of Performance includes the following elements:

- Background information (identifying information; formal and informal assessments; etc.);
- Student's postsecondary goals;
- Summary of Performance (academic, cognitive and functional levels of performance as well as recommended accommodations, modifications, and assistive technology);
- Recommendations to assist the student in meeting postsecondary goals;
- Student input.

GRADUATION, DIPLOMAS AND CERTIFICATES OF COMPLETION

Award of the High School Diploma to Students in Out-of-District Placements

Per the Massachusetts Department of Elementary and Secondary Education (DESE) *Special Education Policy Memo*

SY2025-2026~2 (July 17, 2025), the following outlines the new Competency Determination (CD) process for Massachusetts students who receive a publicly funded education in an out-of-district day or residential school—placed there by a Massachusetts school district under special education law—for awarding a high school diploma:

The CD requirements do not impact the entitlements that **students with disabilities** have under IDEA or M.G.L. c. 71B. Consistent with federal law, a public school district must provide a free appropriate public education (FAPE) to a student with disabilities *and* must also determine that the student has met CD and local graduation requirements prior to graduating that student. Students with disabilities placed in out-of-district placements must meet the requirements of the CD policy of the placing school district.

1. Annual IEP Team Meeting and Planning:

- The school district responsible for a student's placement must hold an annual IEP (Individualized Education Program) Team meeting.
- The purpose of this meeting is to review the IEP, including, starting at age 14 of the student, the Transition Planning section.
- The Team must discuss and determine the student's projected graduation date, diploma type, and planned course of study.
- A representative from the out-of-district program must be present at these meetings to ensure a shared understanding of the student's progress towards a diploma, in accordance with the placing district's policy.

2. Curriculum and State Frameworks:

- Private and public (collaboratives) special education schools must align their curriculum with the state curriculum frameworks as approved by the Massachusetts DESE. This ensures that students receive instruction that meets state standards.

3. MCAS Testing:

- Students in out-of-district schools (both public and private) must be given the opportunity to participate in the MCAS (Massachusetts Comprehensive Assessment System) testing program or an alternative assessment. This is a federal and state requirement.
- *Role of MCAS in Limited Circumstances*
 - In the limited circumstance where a district is unable to document a student's prior coursework, the regulations allow for a student to earn the CD by attaining a qualifying score of at least "Meeting Expectations" or "Exceeding Expectations" achievement levels on the relevant high school MCAS assessment; **or**
 - Meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

4. Awarding Certificates:

- Out-of-district schools (both public and private) may issue a certificate to a student indicating their achievement, attendance, course completion, or participation. This is distinct from a high school diploma.

5. Continued Services:

- A student who receives a certificate of completion (not a high school diploma or its equivalent) from an out-of-district placement is entitled to continue receiving publicly funded special education services.
- These services end when the student turns 22 years old or when they receive a high school diploma or its equivalent, whichever comes first.

6. Diploma vs. Certificate:

- A document can only be called a "diploma" or indicate "high school graduation" if the student has met all the requirements of the placing school district, including its local graduation requirements and the state's Competency Determination (CD) requirements.

7. Appeals Process

The amended regulations state that each school district's CD policy must describe a process through which a student may appeal the district's decision regarding awarding a CD. The appeals process is determined by the district and may include a transcript review or other component(s). Any appeals must be completed by the district.

Updated Competency Determination Requirements

Requirements for Students

As described in the new regulations, the CD represents two accomplishments: showing a **mastery** of skills in English language arts, mathematics, science, and beginning in 2027, US History; and the **satisfactory completion of relevant coursework** aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

To **show mastery**, a student must successfully complete in accordance with the district's grading policy: (1) the final assessment for a course; or (2) a capstone or portfolio project; or (3) an equivalent measure identified in the district's CD policy.

To **satisfactorily complete coursework**, a student must earn full credit in accordance with the district's grading policy in the courses listed in the table below.

Table 1: Coursework Requirements

Content Area	Coursework Requirements	Notes
English Language Arts	The equivalent of two years of high school English language arts courses.	To satisfy this course requirement, the English Language Arts courses must be taken in grades 9-12.
Mathematics	The equivalent of one year of both Algebra I and Geometry courses, or the equivalent of one year of both Integrated Math I and Integrated Math II. Whether to follow an Algebra/Geometry or Integrated Math I/II course sequence is determined by the district, but the equivalent length of the courses must still be met.	Middle school math courses may be certified by the district as meeting the coursework requirement for the mathematics component of the CD. Districts must confirm that the course aligns to the high school Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum Framework.
Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry, or Technology/Engineering.	To satisfy this course requirement, the science course must be taken in grades 9-12.
U.S. History (beginning with the graduating class of 2027)	The equivalent of a one-year United States history course.	To satisfy this course requirement, the U.S. History course must be taken in grades 9-12.

The "equivalent of" requirement allows for different high school schedules across Massachusetts. Some schools have year-long courses, while others cover the same material in one semester through block scheduling.

Students who met the Competency Determination (CD) standard in English language arts (ELA), math, and/or science before January 3, 2025—whether through the regular MCAS, a retest, or a DESE appeal—will keep that status.

For **English Learners**, coursework planning should offer equal opportunities for students at all English proficiency levels to meet CD requirements. Public school districts will decide which courses count toward these requirements, including whether ESL classes can count toward the ELA requirement.

DESE recommends that ESL courses count toward the ELA requirement only for students at the foundational English proficiency levels (Levels 1 and 2 on ACCESS) and only if they combine grade-level ELA standards with English Language Development standards, using appropriate supports.

EARLY RELEASE FOR GRADUATING HIGH SCHOOL SENIORS

Typically, any student graduating with a diploma follows the early release schedule of his/her sending district's high school. A district's high school graduation may be held up to twelve school days before the regular scheduled closing date of that high school.

LEGAL ADULTS

Students who are 18 years old or older are legal adults and have corresponding rights and responsibilities. If a student has had a legal guardian appointed, appropriate documentation must be provided to the school. Unless otherwise directed, all correspondence from school will be sent to the student's parent/guardian (progress reports, notices, etc.) The school reserves the right to deny a student's request for dismissal from school or an activity provided for in the student's IEP, regardless of age.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

South Coast Educational Collaborative and participating school districts notify parents/guardians and students at least one year before a student reaches 18 years of age, that all decision-making rights previously accorded to the parents are transferred to the student when the student reaches the age of majority unless a court of competent jurisdiction awards guardianship prior to the student's 18th birthday. When students reach the age of majority, parents continue to have the right to receive copies of all written notices that are sent to the student.

In Massachusetts, students are considered adults and competent to make their own educational decisions at 18 years of age. Unless there is a court appointed guardian, or the adult student has chosen to delegate decision-making to his/her parent(s), South Coast Educational Collaborative and the school district seek the written consent of the student in order to continue his/her special education program.

The student, upon reaching 18 years of age and in the absence of any court actions to the contrary, may choose to share decision-making with his/her parent or other adult, including allowing the parent to co-sign the IEP. Such choice is made in the presence of the IEP Team and is documented in writing. The student's choice prevails at any time that a disagreement may occur between the adult student and the parent or other adult with whom the student has shared decision-making.

In addition, upon reaching 18 years of age and in the absence of any court actions to the contrary, the student may choose to delegate continued decision-making to his/her parent or other adult. Such choice will be made in the presence of at least one representative of the school district and one other witness and shall be documented in writing and placed in the student record.

SELECTIVE SERVICE

The federal government requires that all 18-year-old males register with the Selective Service within thirty (30) days of their eighteenth (18th) birthday. This registration can be completed at any branch of the post office or online.

STUDENT DRIVERS

Students with a valid driver's license who wish to drive to school must complete the associated permission forms and return them to school. Parking is restricted to designated areas. Students may forfeit the privilege of driving to school if staff determine that their behavior and/or driving is unsafe or disruptive to the school setting.

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.**

All South Coast Educational Collaborative employees are trained annually in physical restraint policies and procedures as well as crisis prevention and intervention. 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 shall 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.

USE OF TIME OUT

Definitions:

- **Time Out:** A behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time out, a student 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 time out must be clean, safe, sanitary and appropriate for the purpose of calming. Time out shall cease as soon as the student has calmed.
- **Inclusionary Time Out:** When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.
- **Exclusionary Time Out:** The separation of a student from the rest of the class either through complete visual separation or through actual physical separation.
- **Seclusion:** Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time out. **The use of seclusion is prohibited.**

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 shall cease 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 should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. School personnel-directed *exclusionary* time out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring. During an *exclusionary* time-out:

- The student must be continuously observed by school personnel;
- School personnel must be with the student or immediately available to the student at all times;
- The space used for *exclusionary* time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.
- *Exclusionary* time-out must cease as soon as the student has calmed.

When a student is separated from the learning environment in an *exclusionary* time out, they must be in a safe and calming environment. For any *exclusionary* time-out that may last longer than thirty (30) minutes, school personnel must seek approval from the principal/administrator for the continued use of time out. The principal/administrator may not routinely approve such requests, but must consider the individual circumstances, specifically whether the student continues to be agitated, to determine whether time out beyond thirty (30) minutes is justified. If it appears that the use of

exclusionary time out exacerbates the student's behavior, or the continuation of the exclusionary time out beyond thirty (30) minutes has not helped the student to calm, then other behavioral support strategies must be attempted.

Exclusionary time-out is an intervention that is reserved for use only when students are 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 down. Unless it poses a safety risk, school personnel must be physically present with the student who is in an **exclusionary** time-out setting. If it is not safe for school personnel to be present with the student, the student may be left in the time out setting with the door closed.

However, to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, school personnel must be physically present in the same setting with the student. Exclusionary time out must end when the student has calmed.

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 as well as 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.

Upon admission of a student, the Educational Administrator provides a copy of the suspension policy to the parents and the sending district. Parents are required to review and sign the appropriate form indicating their understanding of the policy. This policy conforms to the federal requirements on discipline pursuant to 34 CFR 300 and Massachusetts General Laws 71, Section 37H, 37H½ and 37H¾ (Chapter 222).

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.

Special Requirements for Students with Disabilities (All Students Enrolled at SCEC)

- Manifestation Determination Review must be conducted before suspension beyond 10 cumulative days in a school year.
- Student must be given the opportunity to participate in general curriculum and progress toward meeting IEP goals and objectives.

Manifestation Determination

If the Team determines that the behavior is *not* a manifestation of the disability, the school may suspend or terminate the student. The sending school district is responsible for providing an appropriate education program to the student during the entirety of the suspension period (see below). If the Team decides that the behavior is a manifestation of the disability, the Team will take steps to modify the IEP, the behavior plan, and/or the placement.

Relative to other offenses, in 2022, the Massachusetts legislature amended G.L. c.71 §37H ³/₄, through section 29 of *An Act Addressing Barriers to Care for Mental Health* requiring School Administrators to consider a variety of ways to re-engage the student in learning, and avoid suspension. Possible alternatives to long-term suspension include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

School administrators at SCEC must do the following under G.L. c.71 §37H ³/₄ (b):

- Consider ways to re-engage the student in the learning process.
 - Have alternative remedies been employed first? Have their use and the results been documented in writing?
- Not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
 - If alternative remedies have not been employed, have the specific reasons been documented in writing as to why such remedies are unsuitable or counter-productive?
 - Does the student's continued presence in the school pose a specific, documentable concern about the infliction or serious bodily injury or other serious harm upon another person while in school?

Upon admission of a student, the Educational Administrator provides a copy of the suspension policy to the parents/guardians and the sending district. Parents/Guardians are required to review and sign the appropriate form indicating their understanding of the policy. This policy conforms to the federal requirements on discipline pursuant to 34 CFR 300 and Massachusetts General Laws 71, Section 37H, 37H¹/₂ and 37H³/₄ (Chapter 222.)

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 Program Administrator 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 Program 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.

Notice Requirements Prior to Suspension

- No long-term or short-term suspensions without first providing students and parents with oral AND written notice AND a hearing.
- Exceptions: emergency suspensions and in-school suspensions (notice must be given, but not in advance of the suspension).

- School-related disciplinary incidents can, and should be investigated by the administrator(s).

Notice Requirements for Short-Term and Long-Term Suspensions

1. Oral notice in English AND language spoken at home. ORAL notice can include leaving a voice message. Document all attempts to give oral notice. WRITTEN notice may be by hand delivery, email to an address provided by the parent, or other method agreed upon. Notice must be in plain language and must include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the student's suspension;
 - d. The opportunity for the student to have a hearing, dispute the charges, present his/her side of the story, and to have parent(s) present
 - e. The scheduled date, time, and location of the hearing;
 - f. The right to have an interpreter at the hearing if needed;
 - g. For possible long-term suspension: information on the rights available at the hearing and the right to appeal to the Executive Director;
 - h. Information on the opportunity to receive educational services and make academic progress during any suspension.
2. Hearings
 - Must hold a hearing prior to imposing short-term and long-term suspensions.
 - Program Administrators may hold the hearing without parents ONLY if they provide written notice and at least 2 attempts to contact the parents are made and documented.
3. Short-Term Suspension Hearing
 - a. Only if 10 or fewer days (consecutive or cumulative)
 - b. Hearing must occur prior to imposing the suspension.
 - c. Purpose: to hear and consider information, provide student with an opportunity to dispute or explain, determine if the student committed the offense, and if so, describe the consequences to be imposed.
 - d. Program Administrator and all participants must sign in.
 - e. The student must be allowed to present information.
 - f. Parents must be given the opportunity to discuss the student's conduct and offer information.
 - g. The Program Administrator shall determine whether the student committed the offense and if so, what remedy or consequence will be imposed.\
 - i. Use discretion;
 - ii. Consider all alternatives;
 - iii. Suspension must be fewer than 10 days unless a decision is made for a long-term suspension instead.
 - iv. Provide written notice of decision to suspend or not suspend.
 - v. Notify parents and student of determinations and reasons for them, in writing. If student receives a short-term suspension, state the duration of the suspension and the opportunity to make up school work.
 - vi. No appeal to the Executive Director.
4. Long-Term Suspension Hearing
 - a. Purpose is same as short-term suspension hearing.
 - b. All rights afforded at short-term hearing apply.
 - c. All participants must sign in
 - d. Additional Rights for Long-Term Suspension Hearing:
 - i. In advance of the hearing, student and parents must be given the opportunity to review the student's record and the documents upon which the Program Administrator may rely in making a determination to suspend or not.
 - ii. Student and parents notified of their right to be represented by counsel or a lay person of their choice (at student's or parent's expense).
 - iii. Student may produce witnesses on his/her behalf. Students asked to be witnesses may not be forced to do so, and approval from their parents must be received in writing.

- iv. Student and parents may request that the hearing be recorded by the Program Administrator. They may request to receive a copy of the audio recording. If the hearing is to be recorded, the P Program Administrator must inform all participants in advance that an audio recording is being made.
- v. The student and parents/guardians are informed that they have a right to appeal to the Executive Director.
- vi. In making the decision is made for a long-term suspension:
 - 1. Consider all evidence, including mitigating factors and the student's explanation, use discretion, consider alternatives.
 - 2. Provide written notice after the hearing of the decision to suspend or not to suspend.
 - i. Identify the offense, the date on which the hearing was held, and the participants at the meeting.
 - ii. Describe the key facts and conclusions reached by the Program Administrator.
 - iii. Identify the length and effective of the suspension and date of return to school.
 - iv. Describe student's opportunity to receive education and make academic progress during the suspension, how this will be carried out, and the name of the contact information of the district liaison.
 - v. Inform student/parent of the right to appeal the decision to the Executive Director. The long- term suspension will remain in effect unless the Executive Director reverses it.

5. Appeal to the Executive Director

- a. Must be offered for long-term suspensions.
- b. The right of appeal must be included in the Program Administrator's written notification.
- c. Executive Director may reverse the decision or may impose the same or lesser consequence (but not a greater consequence)
- d. Executive Director's decision is final.
- e. Protocol for Appeal to Executive Director:
 - i. Student/parent must appeal within 5 calendar days of the effective date of the long-term suspension, but may request a 7 day extension.
 - ii. Executive Director must hold the hearing within 3 school days of the request, unless the 7-day extension has been requested (which must be granted).
 - iii. Must make a good faith effort to include parents (date, time of day).
 - iv. Student has same rights as those afforded in the long-term suspension hearing (see above).
 - v. Executive Director must issue written notice of the decision that meets the requirements for long-term suspension notices, except for the reference to the right to appeal (see above).

6. Emergency Removal

- a. Temporary removal: no more than 2 school days.
- b. Available when a "student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the Program Administrator's judgment, there is no alternative available to alleviate the danger or disruption." 603 CMR 53.07
- c. Program Administrator must immediately notify the Executive Director in writing of the removal and the reasons for it, including a description of the danger presented.
- d. Student may not be removed unless and until adequate provisions for the student's safety and transportation are made.
- e. During the 2-day removal, the Program Administrator must:

- i. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for need for emergency removal, and all other required information listed above for notices.
- ii. Provide written notice to student and parent (see long-term suspension written notice requirements above).
- iii. Provide the student with the opportunity for a hearing and the parent the opportunity to attend the hearing, before the expiration of the 2 school days, unless an extension of time is agreed to by the Program Administrator student and parent.
- iv. Render a decision orally on the same day as the hearing.
- v. Provide decision in writing no later than the following school day.

7. In-School Suspension

- a. Not more than 10 consecutive or cumulative days.
- b. May be used as an alternative to short-term suspension.
- c. Less notice required than for out-of-school suspensions.
- d. Student must be given the opportunity to make academic progress during suspension.
- e. Notice requirements for in-school suspension:
 - i. Program Administrator informs student of the disciplinary charge and the basis for the charge, and provides the student with an opportunity to respond.
 - ii. Principal informs student of the length of the in-school suspension (less than 10 days).
 - iii. On the same day as the suspension decision, Program Administrator must make reasonable efforts (2 documented phone calls) to notify parent orally of the offense, reasons for the decision, and length of the in-school suspension.
 - iv. Program Administrator must invite parents to a meeting to discuss the student's academic performance and behavior, preferably coinciding with the date of the in-school suspension or as soon as possible after.
 - v. Program Administrator provides written notice to parents with reason and length of in-school suspension and inviting parents to the meeting if it has not already occurred.
 - vi. Program Administrator gives written notice about rights to continued academic progress.
 - vii. Written notice must be delivered on the day of the suspension.

8. Educational Services and Academic Progress (Section 21)

- 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 schoolwork 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.
- Program Administrator informs students and parents of these rights in writing at the time the suspension or expulsion is imposed.

9. Education Service Plan

- a. The school-wide plan is for students suspended or expelled, in school or out, for more than 10 consecutive days.
- b. This plan is developed between the Program Administrator and the student's sending school district.
- c. The plan describes the services available to students and the process for notifying the students and parents of the services and how to arrange them.
- d. The plan is aligned with academic standards and curriculum frameworks.
- e. Possible alternatives include tutoring, alternative placement, Saturday school, and online or distance learning.
- f. Student chooses among options provided.
- g. Program Administrator must notify students and parents of the opportunity to continued education during suspension or expulsion.

10. Data Collection

- Must collect and report the following data to DESE:
 - All suspensions (short-term, long-term, in-house and emergency).
 - Access to education services.

- Any other information requested by DESE.
- Program Administrator 's responsibility:
 - Periodically review data by selected student populations (e.g., race, ethnicity, gender, socioeconomic status, ELL status, all students with disabilities).
 - Must assess extent of all types of suspensions and expulsions and the impact on student populations.
 - Must determine if it is necessary or appropriate to modify procedures because of over-reliance on suspensions.

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.

At the time of a student's admission, the Educational Administrator shall make a commitment to the sending school district that South Coast Educational Collaborative employees 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 will immediately contact the student's Special Education Administrator if termination or discharge of the student is being considered.

Planned Termination

If termination or discharge is recommended, the student's Educational Administrator will schedule a meeting and provide to all parties, including the parent/guardian 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 program needs, the short- and long-term educational goals of the program, and recommendations for follow-up and/or transitional services. The Educational Administrator shall thoroughly explain termination procedures to the student, the parent/guardian and the 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

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 shall delay termination of the student for up to two calendar weeks to allow the sending school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination [603 CMR 28.09(12)]. 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.

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.

RESPONSIBLE USE POLICY AS IT RELATES TO STUDENTS

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.

- 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 via technology at school.
- Request permission from staff to attach any device.

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.
- The South Coast network may not be used to download personal files.
- 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, X, YouTube and other networking sites, blogs, online games and content communities.

- Be responsible. You are accountable for anything that you write or post online, even on your personal account at home. 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. Any comments made about your school experience should be insightful and build a sense of community.

SCEC has established certain protocols to ensure the safety of our school communities, the security of computer networks, and compliance with applicable law. All users should be aware of the following provisions:

1. ***Network and Internet monitoring:*** The SCEC locations and/or their host districts have software and systems in place that monitor and record all Internet usage. Users should have no expectation of privacy when browsing the web, sending or receiving emails, or using other electronic resources. Using SCEC accounts on a personal device exposes that device to the same oversight and monitoring systems as devices owned by SCEC.
2. ***Filtering:*** In accordance with the Children’s Internet Protection Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. SCEC, its schools, and districts certify that a policy of Internet safety and technology protection measures shall be enforced.
3. ***Content Issues:*** Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, or harmful to minors. In compliance with CIPA, the SCEC policy and, if applicable, host districts’ policy, shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users. Using SCEC accounts on a personal device exposes that device to the same oversight and monitoring systems as devices owned by SCEC.

SCEC and host districts cannot be held responsible for misuse of material downloaded from any online service or for inappropriate or sexually explicit material being obtained through the network.

User-specific Provisions

Students, administrators, staff, and faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy, or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates based on gender, national origin, sexual orientation, race, color, ancestry, religion, handicap or age.
3. Degrade, damage, or disrupt equipment or system/network performance (for example, excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load, or use programs without written permission of the Director of Technology or their designee.
9. Use the Internet for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul, or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening, or anonymous messages, objectionable information, images, or language.
12. Knowingly make use of pirated software or violate software-licensing agreements.
13. Engage in the practice of "hacking" or knowingly engage in any other illegal or inappropriate activity using the network.

Students, staff and faculty must:

1. Use the Internet and other electronic resources only for legitimate educational and Collaborative business purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to the Director of Technology.
4. Avoid bulk emailing and forwarding emails of broad interest, such as virus alerts, to the larger community without prior approval from the Director of Technology.
5. Treat all computer areas and equipment with the utmost care and respect.
6. Protect their own and respect other users' IDs and passwords and regularly change passwords.
7. Students may access the Internet only with adult supervision for a specific task.
8. Abide by this procedure and specific host district policies, where applicable.

Electronic Communication

School and district resources for electronic communication shall be used for educational purposes only. Electronic communication done for and on behalf of the SCEC must be done with official SCEC email accounts provided to users and should not use any personal accounts.

Prohibited electronic communications include, but are not limited to:

1. Use of electronic communications to send copies of documents in violation of privacy or copyright laws.
2. Use of electronic communications to intimidate others or to interfere with the ability of others to conduct Collaborative business.
3. Constructing electronic communications to appear to be from someone else.
4. Obtaining access to the files or communications of others for the purpose of satisfying idle curiosity, with no substantial Collaborative business purpose.

Users will conform to the rules of email archiving and document retention set forth by policy or applicable laws.

Hardware

Regarding the use of equipment other than that owned by SCEC or the host school/district:

1. SCEC provides limited support for equipment brought in from the outside by any user.
2. If a computer network is provided that is designated for guests, users must only connect outside devices to these networks.
3. The Director of Technology has the right to confiscate or disconnect any outside equipment that interferes with operation of the system/network.
4. SCEC and host school/district are not responsible for damage to or loss of equipment brought in from the outside.

Sensory Diet and Technology

A “sensory diet” is personalized set of activities 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 Clinicians and Related Service Providers.

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: _____

Report forwarded to Site Leader
(if Site Leader was not the investigator): Date _____

Report forwarded to Executive Director: Date _____

Signature: _____

Title: _____