Academic School Year 2026-2027
Handbook and Policy Notifications

Shore Educational Collaborative's Student Handbook is available at any time throughout the school year, in print, in the language you prefer, and on our website at: https://www.shorecollaborative.org/school-programs/student-handbooks-policies. The amount of information in the handbook may seem overwhelming, however, there are some regulations we are required to share with you annually, it is important that you are able to review our Shore policies, as well.

Please use the Student Handbook as a resource. As questions or concerns arise, the information in the handbook may be a good starting point for you. Above all, please contact Cathy MacNeil, our Director of Educational Services, or Kristin Shaver, our Executive Director if you have questions about any of these policies.

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Kristin Shaver
Executive Director
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Of special note are two important policies in the handbook:

- Student Code of Conduct- page 15
- Bullying Intervention and Prevention Plan- page 36

Please review those policies and sign below indicating that you have received them.

Student's Name:
_____

I have access to Shore's Student Handbook (either printed copy or online) and understand I am responsible for adhering to the policies and guidelines contained in it.

_____ _____
Parent/Guardian Signature Date

I would like a printed copy of the Student Handbook in the following language:

_____

Shore
Educational Collaborative

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Mission

MISSION & VALUES

Shore Educational Collaborative's mission is to educate, enrich, and inspire children and adults with disabilities to reach their full potential. We accomplish this in supportive learning environments where our dedicated staff value and respect everyone's unique gifts.

It is our intent to provide a safe, secure, structured, and therapeutic environment so that all students can optimally participate and learn. The staff at Shore understand the many reasons behind challenging behaviors and work diligently to find the right combination of strategies, supports, and positive school connections so that all students can succeed.

Values

- Individuals First: We place the interests and needs of our students and adult participants first.
- Excellence: We strive to be exceptional in our programs and in our professions.
- Respect: We value our community of diverse backgrounds, experiences, beliefs, and perspectives and strive to deepen our understanding of one another.
- Compassion: We are kind and empathetic to the extraordinary people we serve and their families.
- Integrity: We make our decisions based on honesty and strong moral principles.
- Accountability: We accept ownership for our decisions and commitments.
- Inclusiveness: We are committed to removing barriers so that all students and stakeholders can participate appropriately.
- Equity: We recognize that individual stakeholders may require different kinds of support and accommodations in order to participate.

HEALTH AND SAFETY

Safety and Security

Shore staff and students receive training and practice in emergency procedures such as evacuations of the school, relocations, lockdowns, lockouts, power outages, and various other responses to events that range from unusual to catastrophic. All precautions are taken to prevent critical incidents, however, advance planning increases our abilities to remain calm, and to be organized and objective in our responses, should crises occur. Below you will find our procedures and terminology for certain emergency situations and the responses we will practice through drills throughout the school year.

Prevention

The best safety and security plan focuses more on preventing a crisis situation than responding to one. To that end, it is a violation of Shore policy for anyone to open exterior doors to unknown/unauthorized persons throughout the school day. Guests should go to designated entrances and wait to be "buzzed in" by authorized staff. While visiting in the building, guests are required to sign in and be escorted by a Shore staff member at all times.

Evacuation Emergency

Whenever the emergency alarm sounds or directives are given indicating the need to evacuate the building, all persons will immediately vacate the building through the nearest exit as indicated on individual room plans. Once outside of the building, students and staff will proceed to the assigned program meeting area away from the building. The building and grounds of floor plans indicate those areas.

Relocation Procedures

Upon notification by Emergency Public Safety Personnel and/or Shore Administrators that it is not safe/possible to occupy the building, individuals should be relocated to the sites designated for each school.

Students may be transported using approved transportation emergency vehicles or may walk. Once individuals have been safely relocated, Administrator(s) will decide on the next action, in conjunction with local police and others involved in responding to the incident that required relocation. All individuals will wait at the temporary relocation site until further instructions are given.

Lock Out

An emergency may prevent the safe evacuation of a school building and require steps to isolate students and faculty from danger by instituting a school lockout. No one, even planned guests/visitors/employees will be permitted to enter the school nor will anyone from the school be permitted to leave during a Lock Out. All school personnel must be familiar with these procedures and the specific actions they must take if a Lock Out is warranted.

Lock Down

When there is imminent and grave danger, just outside the school building or actually inside the school, a facility-wide Lock Down will be instituted. When a Lock Down is deemed necessary by the Executive Director/Designee all students, staff, individuals, and guests will be notified, and should immediately follow the procedures that they have been trained in and practiced to do. The Lock Down will remain in place until Shore Administrators and/or likely, Emergency Response Personnel provide other instructions. When a Lock Down has been implemented, no one should evacuate the building until told to do so by Authorized Personnel, even if the fire alarm is activated.

Room Safety Plan

From time to time, situations occur in common areas or hallways which may be disruptive to and disrupted by nearby classrooms. In these cases, Room Safety Plans for a specific area/cluster of classrooms may be instituted. Like a Lock Down, students and staff will remain in their classrooms, but may carry on with regular academic activities. For example, if someone has fallen in a hallway, Shore and ambulance personnel will be summoned to tend to the person. It is important that extra assistance and attention be minimized for the privacy of the person and efficacy of those providing treatment.

Alternative Transportation

School buses may need to be called in early to send students home after an emergency situation. Due to the nature of the emergency, the regular "bus loop" area may not be available, so an alternative area must be identified. The Chelsea regular pick up/drop off area is: 100 Revere Beach Parkway, Chelsea, The alternative bus loop / pick-up area is Our Lady of Grace 59 Nichols Street, Chelsea.

Parent/Guardian/Family Area

No one will be allowed through the law enforcement safety perimeter around the school until law enforcement permits it. Once allowed inside the perimeter, all parents/guardians/relatives will be directed to the Student Assembly Area identified above. Parents/guardians may sign students out of school at that time and only in that location.

Dismissing Students

Students will be allowed to leave the school grounds or relocation site only after there has been clear, direct communication between the school and the parents/guardians.

Communication with Families in Emergencies

Shore staff will communicate with you as soon as possible following an emergency drill or an actual unplanned event. Your updated contact information: cell or home phone, email, SMS (texting) number is essential in our timely communication with you. Please ensure you complete this information and return "parent packets" at the beginning of the school year (or at the beginning of your child's enrollment at Shore if this is mid-year) and notify us of changed contact information throughout the course of the school year. Shore does not publish a directory of student/parent contact information, but will share information among authorized Shore employees that is necessary for communicating individual or school-wide news. In the event that any of the schools employ a lockdown, lockout, or evacuation and relocation, it is most important that families await communication from Shore and do not travel to the school until requested to do so. Our first priority will be to deal with the situation at hand and ensure the safety of our school community. As soon as possible, families and/or emergency contacts will be provided information through Shore's automatic notification system.

Video Surveillance

The Shore Educational Collaborative reserves the right to utilize video surveillance for the purpose of enhancing school safety and security. Image-only video surveillance may be used in public areas (e.g., timeout/transition room, grounds, entrances and exits, lobby, or corridors) to promote a safe and secure teaching and learning environment for students and staff, to protect school property, and to deter and prevent criminal activity. Audio will not be recorded at any time. Surveillance equipment will not be utilized in areas where there is a reasonable expectation of privacy such as restrooms or a clinician's or nurse's office.

Where surveillance equipment is utilized, signage will be posted to alert individuals of its use. Furthermore, students, parents, and staff will receive written notification at the beginning of the school year, the time of enrollment, or at the start of surveillance usage as applicable (notification may include staff and student handbooks). Any footage recorded by surveillance will only be viewed by authorized personnel, including law enforcement as designated by a Shore Educational Collaborative administrator in the case of a suspected emergency or safety concern. Documentation will be kept and maintained of all access or use of recorded materials. Material will only be released with permission of the Executive Director or her/his designee as applicable and allowed by law. All video footage will be stored in a secure place to avoid tampering and to ensure confidentiality.

Emergency First Aid and Medical Treatment

Shore will maintain the expertise, supplies, and equipment to provide emergency first aid and medical treatment should the need arise. If it is determined that a student needs to be transported to a hospital for further or subsequent medical evaluation or treatment, Shore will implement the following procedures:

- The Administrator, Clinician, Nurse will call the parent/guardian and notify him/her of the situation and the need for further medical evaluation or treatment.
- Shore staff will accompany or meet the student at the hospital if the parent cannot get to Shore or the hospital in time to meet/accompany the child.
- In cases where parents need transportation assistance to the hospital from their homes or from Shore, arrangements can be made through the Administrative Assistant to pay for transportation.

Criteria for Dismissal from School for Reasons of Illness

If a student comes to school ill or becomes ill during the school day, the Program Nurse makes an

assessment of the child's ability to meaningfully participate in school for the day and, when possible, to determine if the student's condition appears to be a contagious illness. The Program Nurse will contact the student's parent or guardian to make arrangements for sending a student home from school if, in her judgment, the child appears to have symptoms consistent with a contagious illness/disease.

1. The following signs of illness may result in dismissal of a student from school by the Program Nurse:
    a. Elevated temperature – oral temperature of 100 or above, or axillary temperature of 99° or above.
    b. General Malaise – unexplained lethargy or sleepiness causing inability to participate in school.
    c. Upper Respiratory Infection – includes discharge from nose, cough, sore throat, earache, headache, and elevated temperature.
    d. Inflammation of or Drainage of the Eye – includes signs of infection such as redness and purulent discharge. The nurse will inspect for presence of foreign body.
    e. Skin rashes – any skin rash that is purulent and/or draining. Also, reasons for dismissal are skin lesions, which, according to assessment, suggest a contagious disease such as: chickenpox, measles, rubella, scarlet fever, scabies, impetigo or ringworm.
    f. Gastrointestinal Disorder – vomiting, diarrhea, or severe abdominal pain.
    g. Strep Throat – Sore throat, difficulty or refusal to swallow, and/or temperature.
    h. Injury or Physical Trauma – pain, physical discomfort and/or an injury or
    i. condition for which the student should be treated beyond basic first aid provided by the nurses.
    j. Substance Abuse – signs/symptoms that student has used alcohol/drugs/substances which result in behavior that is harmful to self, others, or property, and/or interferes with participation in and performance of educational activities. In conjunction with the Nurse, the decision for dismissal and subsequent readmission to the program shall be made by the Educational Coordinator.
    k. Head lice – evidence of lice or nits
2. When a student is dismissed from school because of illness, the Program Nurse may recommend that certain comfort measures be instituted on behalf of the child. She may further advise that medical evaluation and/or care by a physician is needed or desirable. In any case the child should not be sent back to school until he/she has been symptom free for 24 hours.
3. Depending on the condition and other circumstances, the Nurse may require documentation that the child has been seen by a medical practitioner and that s/he is cleared to return to school. A medical note is also required when a student returns to school in the following instances:
    a. where absences (due to illness) last (5) consecutive school days or longer;
    b. when students have been hospitalized for any reason and length of time;
    c. when surgeries or surgical procedures have been done;
    d. any other time in which the nurse believes this is necessary to safely return to school activities.
4. For the optimal health and safety of your child as well as other students, some of whom are highly susceptible to infections, these guidelines should be used in determining when to keep your child home from school.
    a. has a temperature of 99.6° or above (taken orally), or 100.6° or above (taken rectally). Child should remain home until s/he is free of elevated temperature for 24 hours.
    b. Has a severe runny nose or cough
    c. Has any drainage from the eyes or ears
    d. Has any vomiting or diarrhea
    e. Has a medically untreated or undiagnosed rash

Administration Of Medication

For the safety and well-being of all students, the medication administration program will be supervised by the lead nurse, ensuring all policies and regulations are adhered to and that medication is only administered at school sites with physician's orders and parental consent.

- Medications (both prescription and over the counter drugs) should not be taken during school hours if it is possible to schedule the medication regimen at home. If this is not possible or optimal for the student, medication will be administered by a Shore Nurse in accordance with Shore policies and all other state and federal regulations.
- For students on long term/ongoing medications, the school nurse will ensure at the beginning of every, new school year that current medication orders are in place and that parental consent is provided to administer medications to the child.
- Short term medications administered at school for (10) days or fewer do not require that the doctor's order be on file, unless the nurse has questions. In these cases, a prescription bottle containing the medications may be sent to school for administration as directed.
- In all cases: long term/ongoing or short-term medication administration, parental authorization must be obtained and updated annually, and include:
    - Parent's/Guardian's printed name, signature, and emergency phone number;
    - List of all medications the child is receiving (unless confidentiality concerns preclude this);
    - Approval to have the nurse administer the medications as directed;
    - Person(s) to be notified in case of an emergency in addition to the parent and contact information for all.
- Over the counter medications (Tylenol, Motrin, antacid tablets, cough drops) may be given with a signed parent consent form and a standing order from the primary care physician that is renewed annually. In all cases, parents must be informed when their child is given OTC medication.

Medication Handling, Storage, And Disposal

- A parent or other guardian-responsible adult must deliver the prescribed medications to the school and directly to a school nurse or designee. While this may seem like an inconvenience, medications cannot be sent with transportation personnel, nor given to the student, including placed in a backpack or lunch box.
- Medications must be in a pharmacy labeled container.
- Parents may retrieve the medications at any time.
- Only up to a 30-day supply of medications are to be stored at the school
- Preferably, unused, discontinued, or outdated medications should be returned to the parent and documented as such. In cases where the parent agrees/prefers, nurses will destroy or dispose of medications in accordance with DPH policies.

Administration Of Antipsychotic Medication

Because antipsychotic medications are often associated with severe and/or long-lasting side effects, these are only to be administered at Shore if the procedures outlined below are followed.

1. Antipsychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment and care of a child only after reviewing the child's medical record and actually observing the child's behavior.
2. If prescribed, the physician will write a report to the school detailing:

   a. the necessity for the medication,
   b. the staff monitoring requirements,
   c. potential side effects that may or may not require medical attention,
   d. the next scheduled clinical meeting with the student.
3. No antipsychotic medication should be prescribed for a period longer than is medically necessary. Scheduled appointments with the child and the physician should be sufficiently frequent to monitor the child.
4. Staff who work with the student will be educated by the nurse regarding the nature of the medication, potential side effects that may require medical attention and any other special precautions.
5. Students who are 12 years of age and older, who have the capacity to understand, will be informed by a Shore nurse, clinician or teacher about the medication with which s/he is being treated. This instruction should also include potential risks and side effects of the medication.
6. An individualized plan should be in place, with consultation from the prescribing physician, to address possible medication refusals by the student.
7. Shore will not use antipsychotic medication, PRN, for an emergency situation.

Preventative Health Care & Withholding Acute Medical Treatment Based On Religious Beliefs

In an effort to optimize and support students' health and wellness, Shore requires that all students submit written reports from primary care physicians/ practitioners. These reports should document the results from annual comprehensive medical and dental examinations and recommend or modify students' engagement in school activities.

- Shore will work with parents to ensure that children are seen annually by their medical and dental practitioners to get comprehensive examinations. Assistance may be provided, when requested by parents, to make appointments and/or speak with physicians about concerns/problems that may be presenting when children are in school.
- Parents should submit reports of physical and dental exams as they occur, and/or at the beginning of each new school year.
- New students being admitted to Shore programs will provide documentation of a physical examination done within the past twelve months. In cases of emergency placements, documentation of physicals should be obtained within (30) days of admission.
- Annual physicals and dentals will be part of the student's health care record.
- Shore provides screenings as required by law:
  - visual (yearly),
  - hearing (yearly),
  - postural (for students in grades 5 through 9)
  - BMI
  - SBIRT
- All immunizations must be current in order for children to attend school (as required by the Department of Public Health). If immunizations are not given due to illness, religious beliefs, or other reasons, the physician must state on the immunization form why the immunization was withheld.
- Shore will seek annual consents from parents to provide acute or emergency medical treatment and care either at Shore or at a local hospital. In all cases, parents will be contacted and informed of the condition.

- Except in cases of an emergency or epidemic (as declared by the Department of Public Health), Shore will not require students to receive medical treatment when parents object due to their religious beliefs. Shore nurses will document these conditions and will honor parents' wishes.

Protection From Exposure To Toxic Substances, Sharps, Allergens, Other Harmful Substances

Shore procedures, ongoing practices, and employee training will ensure that its facilities are safe and healthy environments for all. The utmost efforts will be taken to minimize risk and protect all Shore students, participants, employees and guests from exposure to toxic substances, allergens, sharp objects, and other harmful substances. Nurses will train staff on individual students' allergens and identify areas, that may be school-wide, that must be free of these substances, i.e., peanut products, latex, etc.

Food And Nutrition

Shore will provide all students with well-balanced and nourishing breakfasts, lunches, and where appropriate, snacks, that meet all the requirements of federal and state school meal requirements. (See Appendix C for the USDA Non-Discrimination Statement.) Regardless of students' abilities to pay, Shore will provide all children with school meals. Currently Shore, as a school, qualifies for all students to receive free meals, so there is no need for families to apply for this assistance.

Shore does not prepare school meals and instead contracts with an outside vendor to provide school meals to its Owen School students. All other Shore students, in public school classrooms, have access to the school meals provided by those districts/schools.

Shore has a designated person and written procedures and plans for food purchase, storage, service, disposal, and all other related requirements. These procedures are submitted to and approved by the DESE and are available upon request. Shore will print and display on its website monthly menus. Menus are constructed with Shore's school lunch provider and in consideration of food allergies, and of course, federal nutritional guidelines. Based on the incidence and severity of students' food allergies, Shore may ban some food items from some or all classrooms, e.g., peanut butter. Signs will be prominently displayed where these precautions are to be taken.

In classrooms where this is appropriate, morning snack may be part of students' schedules. In these cases, parents will be asked to send in a snack for their children and provided with a list of appropriate, nutritional snacks, along with foods that are prohibited due to allergies. In cases where students in these classrooms do not bring in snacks, Shore will provide nutritious snack items for them.

Shore has established a committee, comprised of a nurse, teacher, student, parent, physical education teacher, lunch program administrator, and any others who want to join. This group meets at least twice a year to review the food services' policies, procedures, quality and variety of food, etc. to ensure compliance with all regulations and assess satisfaction with school meals.

It is the expectation that students behave responsibly and respectfully during mealtimes and breaks. Students who throw food or beverages or tamper with other students' food or beverages may be subject to disciplinary action. The consumption of food and beverages is not permitted outside of designated break times and areas, as determined by your Teacher and/or Coordinator.

GENERAL SCHOOL AND ACADEMIC GUIDELINES

Academic Expectations, Structured Learning Time, and School Calendars

Shore will ensure that all state laws and regulations related to structured learning time are met as required. Each year, school calendars for Shore programs will be set, ensuring 180 school days for students. The calendar is posted on our website and copies are available anytime that you need one.

Elementary students (in grades K through 5 or 6) will receive at least 900 hours of structured learning time, during the hours of 8 a.m. to 2 p.m. Middle school students (in grades 6 through 8) will receive at least 900 hours of structured learning time, during the hours of 8 a.m. to 2 p.m. or 2:30 p.m. depending on the program. Secondary students (in grades 9 through 12/ Post-Secondary) will receive at least 990 hours of structured learning time, during the hours of 8 a.m. to 2:30 p.m.

Electives and other "non-core subjects", academic activities undertaken by students will be evaluated by Shore Administrators. If they find these activities to be purposeful and enriching and approve of these, Coordinators will then work with District Staff and IEP Teams to agree on credits for these activities. For students receiving transition services, internships, job shadowing, and perhaps paid work may be credited as structured learning if accompanied by a work-based learning plan.

Shore will generally follow the sending districts' calendars with respect to early release for high school seniors, however they will not be released more than twelve school days from the regularly scheduled Shore Collaborative school closing day.

MCAS Assessment and Graduation Policy

Policy Overview

Shore Educational Collaborative is committed to ensuring all students have access to the curriculum and assessments mandated by the Massachusetts Department of Elementary and Secondary Education (DESE). This policy outlines the role of the Massachusetts Comprehensive Assessment System (MCAS) within our educational framework, adhering to current state laws and district coordination requirements.

Testing Requirements

In accordance with Massachusetts state law, MCAS testing remains a mandatory state requirement for all students in Grades 3 through 10. Participation in these assessments is essential for district accountability, and eligibility for various state scholarships.

Graduation and Competency Determination

As of December 5, 2024, a new state law states MCAS scores can no longer be used to meet the State Competency Determination and high school graduation requirements.

Shore Collaborative follows the competency determinations established by our students' sending districts. To earn a high school diploma, students must satisfactorily complete coursework that has been certified by their home district as demonstrating mastery of the skills, competencies, and knowledge.

Student Preparation and Assessment Methods

Our educators are dedicated to preparing each student for success regardless of their assessment path. Preparation includes:

- **On-Demand Testing:** Teachers provide rigorous instruction aligned with state standards to prepare students for the standard on-demand computer-based or paper-based tests.
- **MCAS Alternate Assessment (MCAS-Alt):** For students with significant disabilities who are unable to participate in standard testing, teachers collect work samples throughout the year to compile MCAS-Alt portfolios.

Communication and Reporting

Shore Collaborative prioritizes transparent communication with families regarding student assessment.

- **Testing Schedules:** The specific schedule for MCAS testing will be shared with parents and guardians annually by mailing and/or the school website.
- **Results Distribution:** Individual Student Reports (ISRs) and MCAS-Alt feedback forms are sent home to families as soon as they are received from the state. Reports are typically distributed in the spring or fall following the testing period.

For questions regarding individual student participation or specific district requirements, please contact your program director.

Attendance and Punctuality

In order for students to get the most benefit out of Shore programs, regular, on time attendance at school is the expectation and requirement. If students are sick or have appointments that preclude them from attending school, a parent should call the school in the morning and report the student absent for the day. Students who come late to school, after 8:15, will need to go to the main entrance of the school and be signed in by the receptionist. The teacher or administrator will be called to accompany the student to his/her classroom. Attendance records are kept and, depending on the district, will be shared with students' district special education liaison either regularly or as requested. When students are chronically late or truant from school, Shore will facilitate a team meeting between the student, parent, and school district to discuss the reasons for absences and a plan to motivate the student to attend school consistently. Shore will work with the district and follow its policies with respect to making additional reports to truant officers, DCF, others as necessary.

Report Cards and Progress Reports

Report cards, academic updates, and/or progress reports are issued on the basis of quarters for all Shore programs.

Internet Use

The Internet provides students with a vast array of educationally based materials and resources. However, there are areas of the Internet not meant for education and other areas that are inappropriate for our students. Therefore, Shore Educational Collaborative will teach our students to use the Internet responsibly and safely by following the guidelines in this document. Our staff will use the same guidelines which will help model the appropriate behavior for our students.

Preschool thru Grade 1 -

Students can only access the internet with adult supervision.

Grades 2 thru 12 -

Students in these grades can be assigned an account to access the Internet. Before this account can be created an Internet Usage Form needs to be completed and signed and returned to Human Resources or Student Services. Information Technology will receive a copy of the form and this action will cause the account to be created.

Internet Safety Guidelines

Shore Educational Collaborative uses content filtering software designed to identify and prohibit access to sites that are considered inappropriate. The access is configured based on the judgment and decisions made by Shore Educational Collaborative's management. This is an ever-evolving process throughout the year. Nonetheless, it is important to keep in mind that no system is perfect and there is a possibility that some inappropriate materials can get through the filtering system.

Everyone needs to play a role in securing our environment and protecting our students from inappropriate materials. Anyone found repeatedly or intentionally visiting inappropriate sites or accessing inappropriate materials will have his or her Internet privileges taken away and may face disciplinary action. This applies to students as well as Shore employees. Any site that is identified to be inappropriate should be communicated to Information Technology, so that immediate blocking mechanisms can be configured.

Anyone accessing the Internet in the Shore Educational Collaborative's environment or using its equipment shall not use the Internet to:

- Access materials or sites that are obscene; harmful to minors, hardware, software or our networks; or otherwise, inappropriate for educational use and access.
- Be involved in "hacking" or attempts to compromise system security in any form.
- Be involved in any illegal, commercial, or political activities deemed inappropriate by the State's Ethics Guidelines and Shore policies.
- Disclose or communicate personal information of anyone involved in the Shore Educational Collaborative environment.
- Download files which can have an adverse effect on Shore Educational Collaborative's network or security systems. Software should never be downloaded on any of Shore Educational Collaborative's equipment without notifying Information Technology, to ensure the downloaded software will not have an adverse effect on safety, security, and the operation of equipment.

Report any misuse or abuse

Anyone with knowledge of abuse, inappropriate use, or failure to follow any of the above guidelines shall report this to a teacher or administrator. Any violation of school policy listed above can result in the loss of Internet access privileges and, if necessary, can be reported to local law authorities.

Personal Electronic Devices

Students in some programs are not permitted to use personal electronic devices during the school day. These may include but are not limited to phones, tablets, and video game devices. During transport to and from school, students are required to follow the rules of their transportation company regarding such devices. Students who are not permitted to use personal electronic devices and who choose to bring these devices to school, do so at their own risk, as Shore cannot be responsible for lost/stolen/damaged items. Students are asked to store their electronic devices in their bags or lockers, but these are not locked. Any student suspected

of concealing a personal technology device during the school day may be subject to a search as outlined later in this handbook. Devices suspected of having been utilized for illegal activities (e.g., drug or alcohol activities, bullying, or sexting) may be turned over to the police. The owner, upon verification of ownership, will be able to retrieve the item directly from the local police department when the department makes the device available.

Valuables

Students are strongly discouraged from bringing valuable items to school. This includes jewelry, electronic devices, expensive watches, large amounts of money, and other items of value. Shore Educational Collaborative cannot and does not assume responsibility for items brought to school. Students will likely be asked to store their possessions in their backpacks or lockers and these are not locked. If a student brings an expensive item to school and gives it to a staff person, this does not mean the program or the staff member assumes responsibility for the item. Students should also not bring items to school to gift, sell, trade, or buy.

Field Trips

Field trips are recognized as a meaningful extension of classroom learning and are offered both as enrichment and as part of the curriculum. Students must have parental permission to go on a field trip and must file a permission form with the host teacher. All school rules of conduct apply during any field trip. Students are responsible for all work missed while on a field trip. Students may be denied participation due to academic/behavioral difficulties or for extenuating circumstances agreed upon prior to the trip. Students may be ineligible for the trip for the following reasons:

- Behavior in which the administration and staff believe that the student may pose a safety risk on the field trip.
- A transportation report in which the student displayed dangerous or disruptive behavior. Behavior in school of a dangerous or disruptive nature, in which staff and administration deem that attendance on the field trip may result in a potential safety or behavioral issue.
- Proper attire is necessary. Students who do not dress appropriately when representing Shore in the community or are not dressed for the weather, may stay behind. Students not attending the trip will be provided an alternative assignment for the class that is involved in the trip and are expected to attend all other classes that day.

Physical Education (PE) and Adapted Physical Education (APE)

All students will be taught physical education as a required subject, for the purpose of promoting the physical health and well-being of all students. Students will be scheduled for physical education classes once weekly. Students for whom physical education exercises are precluded, as certified by their physicians, will be excused from these classes for as long as the medical condition or restriction exists.

Students who have Adapted Physical Education (APE) as part of their IEP shall be provided with these services as written and required in their plans. Activities and programs are modified so that all students can participate in and benefit from physical education.

Sex Education

At the current time, Shore does not offer courses in human sexuality. If a course were to be offered, parents would be notified and if requested, given a chance to review the curriculum. Parents or guardians can exempt their children from participating in some portions or all of the class if desired, by notifying the Program Director in writing of their wishes. Students will not be penalized in any way for this exemption. They will be offered some other unit or course of study to fulfill their time on learning requirements.

Release of Information to Military Recruiters

Military recruiters have the same access to secondary students as post-secondary institutions and employers, unless parents opt out. Shore will not provide access or information to any of these parties without informing the school districts and parents. The student's home school districts will be responsible for granting this access if requested.

DISCIPLINE AND CODE OF CONDUCT

Classroom Expectations

All Shore Educational Collaborative staff members have specific expectations, both disciplinary and academic, for their classes. When a student does not adhere to these expectations, Shore Educational Collaborative staff members may communicate with the parent/guardian via phone, mail, or e-mail. Students whose behavior interferes with the opportunity for other students to learn and for the teacher to teach may be briefly removed from the class. In all instances of classroom disciplinary action, the individual behavior needs of the student and their corresponding behavior program will be taken into account. Positive behavior supports, teacher modeling, and reinforcement-based redirection will be the predominant forms of intervention.

Hallway Behavior

In order to establish a climate of courtesy and mutual respect and for the safety and well-being of everyone, students are asked to observe the following:

- Walk (do not run/shove/jump) in the hallways at all times.
- Respect the personal space of others by keeping hands, feet, and body to oneself.
- Use appropriate language and vocal volume.
- Only use the lavatory that is consistent with the gender with which one identifies.
- No yelling, shouting, or vulgar language in the school building.
- No banging, slamming, or kicking of locker doors or classroom doors.

Dress Code

Students are expected to adhere to the Shore Educational Collaborative dress code outlined below. While students are generally free to determine their own styles, student appearance must be clean, neat, and safe. Any style of dress that is provocative and/or disruptive in school is not permitted. The following guidelines are designed to set clear expectations regarding student attire:

- Tops must be long enough to cover the midriff when arms are raised overhead
- Tank tops must have straps at least two inches wide, and cannot be oversized and revealing.
- Skirts and shorts must reach at least mid-thigh.
- Clothes must not reveal or expose undergarments
- Footwear is to be worn at all times. Socks are not considered footwear.
- Jackets, hats, hoods, or other head coverings are to be removed upon entering the school building and stored until students leave the building unless they are worn for religious purposes.
- Clothing or body art with language or symbols related to drugs, alcohol, gangs, illegal activity or that which can be interpreted as inflammatory or provocative is prohibited. In the case of body art, students may be asked to cover the area in question.
- Other attire deemed inappropriate by Shore Educational Collaborative staff.

Violations to the dress code may result in the student being removed to a space away from other students until one of the following occurs: the student is sent home to change, the student is asked to change and complies, the apparel item in violation of the above code is confiscated, or other action deemed necessary. Parents/guardians will be notified of violations and in some cases, staff or a family member may provide alternative clothing. Students in some programs are not permitted to carry backpacks or other bags during the school day. These items must be stored in designated areas at the beginning of the day. Students may leave the extra clothing in the classroom or store it in their backpacks, lockers, or cubbies as appropriate. Additionally, some students are requested to have a change of clothes available at school in case of emergency. Students who have frequent dress code infractions may be subject to disciplinary action.

Security Measures When Entering Some Shore Programs

In an effort to ensure that Shore's schools are safe and supportive environments for all, students in the Alternative Middle and High School programs, along with any other students who pose a safety risk, must enter and depart the school through a metal detector. If items are detected or suspected, students may be asked to empty pockets and/or be searched by staff, in a separate area in consideration of their privacy. Staff will take any weapons or other questionable, high-risk items that are found when students enter or leave school. Students who refuse to participate in these security measures may not be permitted entry to school. This will be an individualized decision, made by the Program or Clinical Coordinator, and based on the student's history and assessment of risk.

Searches

This policy ensures that Shore Educational Collaborative maintains a safe learning environment, free of all contraband including illegal drugs, alcohol, weapons, and stolen property, while also considering privacy issues. All desks, lockers, cubbies, and other common spaces (including bathrooms and corridors) are considered to be property of the Collaborative and/or the host building. They are, therefore, subject to search and inspection at any time without prior notice. Such searches can be conducted at the discretion of the Shore Educational Collaborative administration, Shore Educational Collaborative staff, or the Administration of the host school building. Based upon reasonable suspicion, Staff may conduct searches of students and/or their personal property to ensure the safety of the school community. Staff will keep record of such searches including time, reason, witness(es), and result. Consequences for theft and possession of the illegal drugs, alcohol, or weapons will be implemented. Any student who refuses to participate in a search for good cause, may be subject to an emergency removal from the program with a re-entry meeting/due process hearing with parent(s)/guardian(s) scheduled within the next (2) days.

Prior to a search the student and his/her belongings are brought to a private space, and accompanied by at least two staff members. The student will be informed of the nature of the suspicion and reminded of the search policy. During the search, the student will be asked to empty all pockets and hand all bags and coats over to program staff. Bags, coats, hats, the contents of the student's pockets, and external clothing areas (e.g., shoes and socks) will be inspected with the student present. All searches will be conducted in a reasonable manner, given the age and gender of the student as well as the nature of the suspected infraction. In order to protect the safety of our students and staff as well as the school environment, Shore Educational Collaborative reserves the right to report incidents to the local police, including the nature of the offense and the name of the offender.

Smoking

In accordance with M.G.L. c. 71, § 2A, it is unlawful for any student enrolled in a public primary or secondary school in the Commonwealth to use tobacco products of any kind, including but not limited to cigarettes, cigars, pipes, and smokeless tobacco, or vape devices of any kind. The use of any tobacco product is prohibited within the Collaborative school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel.

Alcohol and Drug Infractions

The possession and/or use of illegal drugs or alcohol in school, on the school bus or at any school sponsored event are strictly forbidden. Selling and/or distribution, including sharing of any illegal drug or alcohol in school, on the school bus or at any school sponsored event or activity, are likewise strictly forbidden. If a Shore Educational Collaborative staff member suspects that a student is under the influence or in possession of drugs, alcohol, or drug paraphernalia they are required to report their suspicions to the Program Director as soon as possible without making the student aware of the suspicion. Students suspected of being under the influence of alcohol and/or drugs will be evaluated by the nurse to determine if immediate medical attention is warranted. If such attention is indicated emergency services will be called to transport the student and the parent will be notified immediately. Additionally, once information has been reported to the Coordinator the following may occur:

- The student is observed for symptoms of drug or alcohol use.
- The student may be interviewed by the Coordinator and/or his/her designee during which time the student may respond to the suspicions in question.
- The student may be moved to a classroom or other area away from their classmates and supervised by staff until further investigation can be conducted by staff.
- A search of the student's person, personal belongings, assigned spaces within the school (e.g., locker), and/or work space may occur.
- The student's parent or guardian may be contacted for information or asked to come to the school as soon as possible to help further the school's investigation. If the school's investigation results in reasonable confirmation of drug or alcohol usage or possession or the student fails to comply with the above investigative measures the following may be occur:
- The student may be removed from school and a hearing held to determine whether or not a short term suspension will be applied. All suspension procedures will be implemented at this time (see section on Suspension).
- The parent or guardian may be asked to come to the school to facilitate a medical and/or drug screening for their child.
- The local police department may be contacted to provide assistance with further investigation. If police are contacted so too will the student's parent/guardian and asked to come to the school in order to be present for the police investigation. If a parent/guardian is unable or unwilling to come to the school, it can be expected that the administration and local police will continue with their investigation due to reasonable confirmation of drug or alcohol usage or possession. The police can be expected to use any and all procedures available to them including but not limited to interviews, searches, use of additional personnel, or the use of trained canine units. Furthermore, the police can be expected to take any necessary steps to ensure the safety of Shore Educational Collaborative and the host building's students and staff such as taking a student into custody or ordering them to a local hospital for a recommended Psychiatric Emergency Screening. If a Psychiatric Emergency Screening is recommended, a parent/guardian will first be required to facilitate such a measure. Failure of the parent/guardian to facilitate a screening may result in the filing of a 51A by the school or police. If the school's investigation confirms the use of drugs or alcohol or possession of either the following may occur

- Police will be contacted and the situation will be directly reported to them. The police may arrest the student, take him/her into custody, and file any appropriate charges with the local court.
- A team meeting may be called to review the student's Individual Education Program if applicable.
- The student may be referred for an out of school assessment and subsequent treatment.

Theft

Any student who is suspected of having stolen from another student, a staff member, or the school building may be subject to search procedures outlined earlier in this Handbook. Any student found to have stolen from another student, a staff member, or the school building will be subject to discipline. Parents/guardians will be notified of the infraction. Legal authorities may be notified depending on the value of the item(s) taken.

Vandalism

Shore Schools should be respected as a teaching and learning environments where students, staff, parents/guardians and community members feel a sense of both safety and pride. Vandalism not only affects the aesthetics of the building or property, but also creates a negative learning environment, promotes further acts of vandalism, and fosters negative perceptions both within the school and greater community. Furthermore, time, energy, and sometimes, funds, are invested in cleaning and repairing when these are best served working directly with or for students. In cases of severe damage, valuable instruction time may be lost if students are displaced from their classrooms. Every person who commits any of the following acts with respect to any real or personal property not his or her own, in cases other than those specified by state law, is guilty of vandalism:

1) Defaces with graffiti or other inscribed material
2) Damages
3) Destroys

"Vandalism" has a number of definitions, all of which have the common elements of destruction, damage, injury, or defacement of another's property. In recognition of the debilitating impact of vandalism, current law (see below) provides for criminal penalties, the imposition of student discipline, as well as civil liability for students and their parents/guardians. In order to curtail vandalism and ensure that proper respect is shown of the property of others, acts of vandalism involving Collaborative or host building property or the property of Collaborative/host building employees and/or students will be considered serious offenses. Any student(s) who commits such an act of vandalism will be held strictly accountable. Disciplinary measures will be at the discretion of the Program Coordinator, the Executive Director, or his/her designee (following M.A. General Law and other state regulations). Disciplinary action may include but is not limited to the following:

- Assignment to repair, clean up, or otherwise remediate damages done
- Requirement to complete acts intended to rebuild relationships damaged by vandalism (e.g., writing an apology letter to a classmate, helping a teacher with chores around a classroom during non-academic time).
- Suspension (adhering to those procedures)

- Personal and parental/guardian liability and responsibility for damages. Full restitution for damages, including monetary restitution may be required to the maximum extent permitted by law.
- Referral to the criminal justice system when appropriate.

Weapons

Weapons, or objects that can be used to hurt, threaten, and/or intimidate another person at school or on a vehicle transporting students have no place in our school community; student involvement with them will be dealt with severely. Objects traditionally used as weapons, such as guns, knives, blackjacks, martial arts sticks, etc., and non-traditional objects used in a threatening or dangerous manner (scissors, penknives, etc.) are all considered weapons. Any student discovered or suspected of bringing a weapon to school or onto a school vehicle, selling weapons to another student, possessing an object from school with an intent to wield it as a weapon, or concealing a weapon at school or on a vehicle will immediately be referred to the Educational Coordinator. Staff will immediately confiscate any weapon found. Students suspected of being in possession of a weapon will be subject to a search (see above). If the student refuses to cooperate, he/she may be subject to emergency removal from the program. If the weapon or object is to be returned, it will be returned only to a parent/guardian. After a single occurrence of bringing a weapon to school, the student may be required to enter the school through the metal detector or be wanded to ensure no further such incidents occur. Any student in possession of a weapon is subject to serious disciplinary action, up to and including loss of extracurricular activities (e.g., basketball team), suspension, termination (in accordance with all regulations, laws, and policies set forth for each of these actions). Shore Educational Collaborative reserves the right to report the incident to the local police, including the nature of the offense and the name of the offender.

Runaway Student

A "runaway student" shall be defined as: a student who has left the classroom, assigned area with staff, or school environment without permission. The student may or may not be exhibiting additional unsafe and/or noncompliant behavior. A student who has left his or her designated space, but is within the immediate area and within the staff's visual field is not a runaway student; however, their behavior may be defined as a "bolt" from the area or staff and may be addressed through a behavior plan. If a student runs off school grounds, the following procedure will be implemented:

- The local police department will be immediately notified.
- The Program Coordinator or his/her designee will be immediately notified.
- Depending on the student (with respect to age, disability, capacity for safety in the community), search procedures may be immediately implemented (refer to emergency procedures).
- The Program Coordinator or his/her designee will make reasonable efforts to notify the parent/guardian immediately.
- A team meeting may be called following the student's safe return in order to evaluate services and supports in place to discourage such behavior in the future.

BEHAVIOR MANAGEMENT POLICY

POSITIVE & PREVENTIVE STRATEGIES AND SUPPORTS:

Shore's mission is to demonstrate excellence, expertise and experience that will make us the agency of choice for students and adults with unique challenges. It is our intent to provide a safe, secure, structured, and therapeutic environment so that students can optimally participate and learn. The staff at Shore understand the many reasons for challenging behaviors and work diligently to find the right combination of strategies, supports, and positive school connections so that all students can succeed.

Shore uses Positive Behavior Interventions and Supports (PBIS) and Safety Care in all of our programs and classrooms. PBIS is a framework or approach in which positive and preventive strategies are emphasized for *all* students, even when addressing the most severe problem behaviors, to the greatest extent possible. PBIS strategies are oriented to ongoing teaching and reinforcing positive, desirable behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized and the use of pro-social skills is acknowledged.* (* pbis.org website) Safety-Care is a curriculum based on Applied Behavior Analysis and PBIS. It emphasizes prevention over management of behavior problems as well as respectful, human, non-coercive interactions under all circumstances. Shore trains and certifies all staff, school-wide, in this curriculum.

As part of Shore's PBIS initiative, we have chosen the following behavioral expectations to highlight, teach and reinforce:

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

We have systems in place where students earn group/classroom level or individual rewards, such as points, privileges, favorite activities, recognition or certificates. These systems will continue while students learn the many, positive intrinsic values that come with impulse control and behavior safety.

PARENT ENGAGEMENT

In accordance with the Regulations, Shore engages parent(s) and youth in discussions about the school behavior management program, including restraint and emergency seclusion prevention, as well as the use of restraint and emergency seclusion solely in an emergency situation of last resort. The Physical Restraint, Emergency Seclusion and Time-Out Policies will be posted on Shore's website, within school handbooks. Parents are also welcome to request a meeting with the Director of Educational Services to discuss any individual restraint, emergency seclusion or time-out, or to discuss these policies or procedures in general use. Shore provides additional opportunities for parents to engage in policy discussions and development through organized parent meetings, parent training opportunities, and more personally through contact with our City Connect social workers.

GRIEVANCE PROCEDURE

Shore will consider and investigate any complaints that it receives regarding the use of physical restraint, emergency seclusion or time-out in school. Any individual who believes that a physical restraint or emergency seclusion of a student may have been unwarranted or conducted inappropriately may submit a written complaint to the Director of Educational Services. The written complaint should include the time, date, and location of the incident; the names of all students and staff involved; and references to which aspects of this policy or the Regulations that the complainant believes have not been followed. The Director of Educational Services or designee will conduct a thorough investigation which may include interviewing the complainant, witnesses, staff, and/or the student; reviewing all written documentation leading up to and pertaining to the incident; and reviewing available data on physical restraint, emergency seclusion and/or time-outs within the building. The Director of Educational Services or designee will provide a written response to the complainant summarizing the investigation, conclusions, and corrective action, if any.

ASSESSING AND MANAGING CHALLENGING BEHAVIOR:

Students are often referred to Shore because of their behavioral challenges, however, when behaviors are especially dangerous such that the individual and others are at risk, disciplinary and other behavior interventions are employed to ensure safety. When high risk target behaviors occur with more frequency or

intensity than usual, a functional behavior analysis (FBA) may be completed in an attempt to discover the variables or reasons for these behaviors. Based on the outcome of the FBA or other forms of assessment and observation, the student's team will meet and develop an individualized program or protocol for him/her. This may include decelerative consequences like loss of points/ special privileges, as well as positive, supportive consequences like earning rewards and attention more frequently than other peers.

* pbis.org website

In all cases, behavior management procedures will be consistent with all applicable state and federal regulations, such as physical restraint, emergency seclusion, time-out and suspension regulations.

PROHIBITIONS:

No student shall be subjected to abuse or neglect, cruel, unusual, severe or corporal punishment including the following:

- Any type of physical hitting in any manner upon the body
- Requiring or forcing the student to take/maintain an uncomfortable position, or forcing the student to repeat physical movements as punishment
- Verbal abuse, threats, ridicule or humiliation
- Denial of visitation or communication by family (provided the visitation is not disruptive to the learning environment of other students
- Denial of food, water or bathroom facilities

INTERVENTIONS:

Shore Educational Collaborative utilizes a variety of behavioral interventions and protocols designed to support each student to achieve personal control over their behaviors, and to ensure the well being of the student and others. The continuum of interventions includes positive reinforcement systems; classroom behavior plans/rules; individual behavior plans; de-escalation techniques; time-out (in room and in quiet area) and finally, in cases of emergencies, physical escort, emergency seclusion and/or restraint.

Shore Educational Collaborative's Policy on Physical Restraint, Emergency Seclusion, and Time-Out

Effective August 17, 2026

Shore Educational Collaborative (Shore) complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the regulations can be obtained from the Director of Educational Services or obtained at https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all.

Only lawful physical restraint will be used at Shore. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

* Nothing in this policy shall preclude a teacher, employee, or agent Shore from using reasonable force to

protect students, other persons or themselves from assault or imminent, serious, physical harm. Nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS (603 CMR 46.02):

Mechanical Restraint: the use of any physical device or equipment to restrict a student's freedom of movement.

- ☐ Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior.

- ☐ Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement.

The following are not physical restraints:

- ☐ Brief physical contact to promote student safety (such as guiding a student or re-directing a student);
- ☐ Providing physical guidance or prompting when teaching a skill;
- ☐ Redirecting attention or providing comfort by touch (such as to a shoulder, face or torso);
- ☐ Physical escort (as defined above)

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

The following are not seclusion:

- ☐ A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
- ☐ Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- ☐ Time-out (as defined below)

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 a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT (603 CMR 46.03):

Physical restraint is an emergency procedure of last resort. It may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others, and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05. The emergency use of restraint will cease as soon as the student's behavior no longer poses a threat of assault or imminent, serious, physical harm to self and/or others, or if the student is observed to be in severe distress.

PROHIBITIONS

Mechanical restraint, medication restraint, and seclusion (except as permitted under 603 CMR 46.07 under the conditions described below), prone restraint (except as permitted under 603 CMR 46.03 under the conditions described below), and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited at Shore.

Physical restraint, of any kind, shall not be used:

- As a means of discipline or punishment;
- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

  Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

  1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
  2. All other forms of physical restraint have failed to ensure the safety of the student and/or others;
  3. There are no medical contraindications, as documented by a licensed physician;
  4. There is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
  5. The program has obtained consent to use prone restraint in an emergency and the use of prone restraint is approved in writing by the Director of Educational Services; and
  6. The program has documented all of the above before using prone restraint and maintains the documentation.

  The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with the regulations at 603 C.M.R. 46.00.

  Seclusion is prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
3. Other forms of intervention have failed to ensure the safety of the student and/or others;
4. There are no medical contraindications, as documented by a licensed physician;
5. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
6. The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency and the use has been approved in writing by the Director of Educational Services;
7. Any individual using emergency seclusion has received training about alternative behavior interventions and management techniques; and
8. The program has documented all of the above before using seclusion and maintains the documentation.

No written individual behavior plan or individualized education program (IEP) may include use of seclusion as a standard response to any behavior. At all times during the use of seclusion, a staff member will continuously monitor and observe the student, be immediately available to the student, and continue to use calming and deescalation strategies with the student, unless it is unsafe or counterproductive to do so. The emergency use of seclusion will cease as soon as the student's behavior no longer poses a threat of assault or imminent serious physical harm or if the student is observed to be in severe distress. The Director of Educational Services' approval must be obtained if seclusion is used for a period longer than 30 minutes.

Any Shore program which uses seclusion, consistent with the requirements above, must examine alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations.

PROPER PHYSICAL RESTRAINT ADMINISTRATION AND SAFETY REQUIREMENTS (603 CMR 46.05)

Only personnel who have received Safety Care training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, sustained or prolonged crying and coughing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Director of Educational Services. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- After the release of a student from a restraint, program staff shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint; reviewing the incident with the staff person(s) who administered the

restraint to discuss whether proper restraint procedures were followed; and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Emergency Seclusion Exception

Seclusion is prohibited except in an emergency as a last resort on an individual basis when student behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, and only if safeguards are in place. The following safeguards are required prior to the use of seclusion:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
- The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
- Other forms of intervention failed to ensure the safety of the student and/or the safety of others.
- There are no medical contraindications as documented by a licensed physician.
- There is a psychological or behavioral justification for the use, and no psychological or behavioral contraindications, as documented by a licensed mental health professional.
- The program obtained consent to use seclusion from the student's parent or guardian and, if appropriate, the student, and such use is approved in writing by the Director of Educational Services.
- Any individual using emergency seclusion has received training about alternative behavior interventions and management techniques.
- The program has obtained consent and medical documentation prior to the use of emergency seclusion in an emergency and collected and maintained documentation of compliance with all other safeguards listed above should seclusion be necessary in an emergency.
- Emergency seclusion spaces are configured so students will be continuously observed at all times

STAFF TRAINING

All school staff will receive training with respect Shore's restraint and emergency seclusion prevention, behavior support policy, and requirements when restraint or emergency seclusion is used. Staff training will occur within the first month of each school year, and, for new hires, within one month of being hired. Training shall include:

- Information on the role of various individuals in preventing restraint and/or emergency seclusion;
- The Physical Restraint, Emergency Seclusion and Time-Out Policy and procedures;
- Interventions that may preclude the need for restraint, emergency seclusion or time-out, including de-escalation techniques;
- Types of permitted physical restraints or emergency seclusion and related safety considerations;
- Administering physical restraint or emergency seclusion in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint and emergency seclusion, who may serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In addition, the Director of Educational Services will identify program staff who will participate in additional, in-depth training on the use of physical restraint and emergency seclusion, consistent with the requirements of 603 CMR 46.04(3),(4).

REPORTING

Any and all physical restraints (including emergency seclusion, if used), regardless of duration, will be reported to the Program Director, the Parents, and the Department of Elementary and Secondary Education (DESE) as indicated below.

Reporting to Program Director: The staff member who administered the restraint/emergency seclusion

shall notify the Program Director or designee verbally as soon as possible and in writing no later than the next school working day. If the Program Director administered the restraint or emergency seclusion, the Program Director shall prepare the report and submit it to the Director of Educational Services.

- The Program Director or designee shall maintain an on-going record of all reported instances of physical restraint and emergency seclusion, if any (the "Physical Restraint Log" and "Emergency Seclusion Log").
- The Program Director shall conduct **a weekly review** of the Physical Restraint Log and Emergency Seclusion Log to identify student(s) who have been restrained/secluded with more than one incident during the week and convene teams to review the student's progress and needs, as appropriate. The review team will review the written physical restraint and emergency seclusion reports; analyze the circumstances leading up to each restraint or emergency seclusion, including factors such as time of day, day of the week, antecedent events, and individuals involved; consider factors that may have contributed to escalation of behaviors and alternatives to restraint or emergency seclusion, with the goal of reducing or eliminating the use of restraint in the future; and create a written plan of action, if appropriate. The Program Director shall ensure that a record of any such individual student review team is maintained and made available to DESE or the Parents upon request.
- The Program Director shall also conduct **a monthly review** of the Physical Restraint Log and Emergency Seclusion Log in order to consider patterns in the time of day, day of week, or individuals involved; the number and duration of restraints/emergency seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint; and the need for additional staff training, policy modifications, or other action to reduce or eliminate restraints and/or emergency seclusions.
- The Physical Restraint Log and Emergency Seclusion Log, if any, shall be made available for review by a parent (in accordance with student records regulations) or the DESE upon request.

Reporting to Parents: The Director of Educational Services or designee shall make reasonable efforts to inform the student's Parent(s) of the restraint or emergency seclusion within 24 hours of the event and shall notify the student's Parent(s) by written report within three school working days of the restraint or emergency seclusion. The information in the report shall comply with 603 CMR 46.06(4). The written report must be provided to the student's parent(s) in the language in which report cards and other necessary school-related information are customarily provided. The Director of Educational Services shall provide the student and the parent(s) an opportunity to comment orally and in writing on the use of the restraint or emergency seclusion, and on information in the written report.

Reporting to DESE: If a physical restraint or emergency seclusion results in injury to either a student or a staff member, Shore will send a copy of the written report of that restraint to the DESE within three (3) school working days, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period prior to that restraint. Additionally, Shore will annually report physical restraint data to DESE in a manner and form directed by DESE.

SAFEGUARDS (603 CMR 46.07)

See also Policy SE 55 Special Education Facilities and Classrooms

Any room or area used for Time-Out will be clean, safe, and sanitary. It will be appropriate for the purpose of calming students, including being of appropriate size for the students served. It will be appropriately lighted, ventilated, and heated and cooled, consistent with the remainder of the building. The space will be free of hazards, objects or fixtures that an inherently dangerous and in compliance with local fire and building code requirements.

Any room used for emergency seclusion, if permitted under the conditions enumerated in 603 CMR 46.07(2), will meet the same physical requirements as a Time-Out space, described above, and configured so students

will be continuously observed at all times. Any room used for seclusion will be inspected by the program for compliance with such requirements at least weekly.

- Emergency seclusion spaces are configured so students will be continuously observed at all times.

PREVENTING STUDENT VIOLENCE AND SELF-INJURIOUS BEHAVIOR

As set forth in the Regulations, Shore shall develop and implement methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Shore provides annual and ongoing staff training to proactively identify students who may be at risk, to communicate referral pathways, and respond to concerns as they arise. The school's Health Education curriculum, along with social skills groups, places a strong emphasis on helping students develop skills that promote positive mental health and well-being. Staff have been trained in Mental Health First Aid, including suicide awareness, prevention and response. In addition, Shore works closely with local Emergency Assessment Teams when specific interventions or preventative evaluations are warranted

PREVENTION AND ALTERNATIVES TO PHYSICAL RESTRAINT AND EMERGENCY SECLUSION

Students, families, and school staff each play a role in preventing restraint and emergency seclusion, to ensure the safety of the school community. Parents and students are provided with opportunities to engage in discussions about restraint and emergency seclusion prevention and use through: counseling sessions, parent/student meetings, and written communications.

- Students: Students are responsible for knowing and following the school rules and code of conduct, as outlined in the Student/Family Handbooks. Students are also encouraged to report to staff whenever another student evinces violent or dangerous behavior towards themselves or others.
- Families: Families should be aware of and encourage adherence to the school rules and code of conduct, as outlined in the Student/Family Handbooks. Regular communication between Parent(s) and school is important to facilitate support for any student experiencing difficulty.
- School Staff: Staff are responsible for reviewing, attending training, and implementing the school policies and procedures, including those related to physical restraint, emergency seclusion and time-out. Staff are also responsible for discussing and explaining these policies and procedures to families and students to prevent misunderstanding.
- Administration: Shore will annually review its Behavior Management, Physical Restraint, Emergency Seclusion and Time-Out Policy and related procedures, provide it to school staff, provide annual training to school staff, and make the policy and procedures available to families of enrolled students upon admission, annually, and upon any significant changes to those practices, consistent with 603CMR 18.05(5) c, d.

De-escalation Techniques and Alternatives to Restraint and Emergency Seclusion

Shore staff may utilize a variety of behavioral interventions in order to de-escalate a student, including but not limited to:

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a movement break
- Opportunity for a sensory break
- Breathing exercises
- Access to a preferred, tangible item
- Reducing the demands/amount of work expected
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)

- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
- Offering opportunities to speak with professionals (e.g. teacher, administrator, nurse, or guidance counselor)
- Working in small groups outside classroom on academic related work
- Time-out for the purpose of calming.
- Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan.

PROCEDURE FOR USE OF TIME-OUT

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or direction from staff, for the purpose of calming. During a time-out, the student will be continuously observed by staff in an unlocked setting from which the student is permitted to leave.

A staff member will be physically present with the student during time-out; however, if it is not safe for the staff member to remain in the room with the student, staff will remain immediately available to the student and will continuously observe the student during time-out. The time-out will cease as soon as the student has calmed, based on staff observation of the student's physical cues, tone of voice, and demeanor. The student shall not be required to complete any specific task or checklist to demonstrate that they have calmed.

If a time-out may last longer than 30 minutes, staff will obtain approval from the Program Director or designee to continue the time-out. Any such approval will be based on careful consideration of the individual student's presentation and level of agitation. If, in the opinion of the Program Director or designee, the student has calmed, then the time-out will cease. For any time-out approaching or exceeding 30 minutes duration, staff will also consider the need to follow-up and debrief the incident with the student at a later time and/or whether the student's behavior warrants convening a Team meeting; modifying an existing behavior plan; or creating a new behavior plan. Staff will attempt to contact the student's parent(s) within 24 hours and offer an opportunity to discuss the circumstances of the extended time-out.

Time-out does not include time spent meeting with administrators; visits to nurse; performing an errand in another part of the school building; or working in small groups outside the classroom. Students may also take space for calming while remaining fully aware of the learning activities in the classroom. For example, "planned ignoring;" asking students to put their heads down; or placing a student in a different location within the classroom are alternatives to time-out.

Documenting Time-Out

It is Shore's expectation that school staff will document the use of time-out for individual students in the following manner. For each instance of time-out, staff should record the student's name, date, location, time the time-out began, duration, behavior prior to time-out, person initiating the time-out, alternative behavior management strategies attempted, name of the staff present during time-out, strategies used to calm the student during the time-out, the written approval of the Director of Educational Services or designee if the time-out lasted longer than 30 minutes, and the attempts to notify the student's parent(s) if time-out lasted longer than 30 minutes. Such documentation of time-out shall be kept and reviewed by the Director of Educational Services or designee, in a manner similar to the Physical Restraint Log.

Shore Reviews and Action Planning:

Under no circumstances will Shore Educational Collaborative staff administer medication restraint or

mechanical restraints to any students; restrain students in a prone (face down) position; use seclusion for any reason at any time; or otherwise use physical interventions that are inconsistent with or prohibited by current state laws and regulations.

Shore Educational Collaborative shall make immediate notification to the parent, student (if applicable, age 14 and over), the District Special Education Administrator and any agency involved in the student's care or placement (by telephone and letter) and the Department of Elementary and Secondary Education (via CHAMP and Form 2) in the event of serious incidents. The contact persons responsible for making these notifications are Program Directors.

Program Directors
Kristin Shaver, Executive Director
Catherine MacNeil, Director of Educational Services
Brandy Allen, Program Director, Student Services
Alexandre Chery, Program Director, Student Services
Jake Kessler, Assistant Director
Jen Murphy, School Program Coordinator
Joanna Rizzo, Program Director, Student Services
Elle Wilson, Director of Therapeutic Services

ACKNOWLEDGEMENT INFORMATION RECEIVED: SHORE'S BEHAVIOR MANAGEMENT POLICIES

Student's Name _____

Date:_____

I have been provided a copy of Shore's Behavior Management Policies. I have read and understand the range of behavior interventions and strategies that may be used, consistent with Shore's policies and the applicable regulations and laws.

Parent's Name: _____

Parent's Signature: _____

Date: _____

Please return only this page with your signature…thank you!

Suspension

Shore will use suspension and expulsion as disciplinary consequences only in cases of significant violations in codes of conduct, after appropriate positive behavior interventions have been implemented and documented, and in accordance with all relevant state and federal laws and regulations. When suspensions or expulsions are used, all regulations will be followed with respect to notification of these consequences to students, parents/guardians, school districts; providing the student and parent with oral and written notice regarding suspension and hearing; due process of the student and parent to explain mitigating circumstances and defend the allegations or actions that are being considered; application of suspension/expulsion that are commensurate with the severity of disciplinary violations; educational and related services needs of students. In all disciplinary actions, students will be provided due process, and given the opportunity to provide their version of the facts. Due process will precede any suspension, unless the health and safety of students and/or staff are at risk. Suspension decisions will be made only by a Shore Administrator, i.e., Educational or Clinical Coordinator. Shore Educational Collaborative ensures that any disciplinary measures involving students with disabilities or Section 504 Plans account for the student's specific disability. All code of conduct enforcements will comply with applicable state and federal procedural protections.

1. Students ***may*** be considered for suspension or expulsion for the following reasons:
    - Possession of a dangerous weapon on school premises or school sponsored events;
    - Possession or use of drugs, alcohol or other controlled substances;
    - Assaulting a school employee;
    - Felony charges or convictions;
    - Serious verbal or other potential threats to do harm to persons or property associated with the school;
    - Assaults to other students which cause injury or are intended to cause injury, are unprovoked, hazing, are violations of civil rights;
    - Presence of the student poses a danger to persons or property, or materially or substantially disrupts the order of the school.

2. In considering suspension or expulsion as consequences, the following criteria should be used:
    - Student's disabilities as they relate to behavior/violation;
    - Student's intent or purpose, understanding, and accountability of his/her behavior and its health and safety implications;
    - Student's history, reason for Shore placement, functioning level;
    - Student's level of disruption, dysregulation, altered mental status such that s/he can meaningfully remain in school and safely engage in learning.

3. Suspensions may include:
    - In-School Suspensions
    - Emergency Removals - May not exceed 2 days
    - 3- 10 day Suspensions
    - 10 day or longer Suspensions

All regulations with respect to notification to parents/students, districts, and the opportunities for due process hearings will be adhered to. Students will be given assignments so that there is no disruption to their academic

program, and access to services through the school Education Services Plan during periods of long-term suspension. In any case, a re-entry meeting/hearing will be held with the student and all appropriate parties prior to the student returning to school. Documentation of the number and duration of suspensions will be logged in the Shore database (School Brains) and reported to students' school districts and the DESE. In addition, Shore's Leadership Team will analyze aggregate data on suspensions, particularly as they relate to student demographics to ensure there is no bias based on race, ethnicity, gender, socioeconomic status, disability.

Complete suspension policy and guidelines are included as appendices at the end of the handbook.

Hazing: Anti-Hazing Discipline Policy

Hazing is a crime, and as so is prohibited at Shore, in all schools and programs. Hazing is defined in Massachusetts General Laws as: *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 another person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including deprivation of sleep, rest, or extended isolation.*

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the Board of Directors hereby deems that no student, employee or school organization under the control of Shore Collaborative shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Anyone alleged to be an organizer or participant in the hazing of another student or other person, will be immediately referred to a Shore administrator for disciplinary action. Any student who observes what appears to them to be the activity of hazing another student or person is required to report such information to a Shore administrator including the time, date, location, names of identifiable participants and the types of behavior exhibited. Failure of an observer to report may result in disciplinary action. In all cases relating to hazing of students will receive procedural due process.

Students and employees of Shore Collaborative are obligated by law to report incidents of hazing to the police department. Failure to do so can result in a fine.

Within the first month of each school year, secondary staff and every student enrolled full-time and every student group, student team, or student organization, including every unaffiliated student group, student team, or student organization, will be instructed on the definition and prohibition of hazing, on at least an annual basis. Students will be provided a copy of M.G.L. c. 269 §§ 17 through 19 and a copy of the Shore anti-hazing disciplinary policy approved by the collaborative board. Documentation of the student having received such is maintained in the student record.

Bullying

Shore is committed to providing our students equal educational opportunities in and a safe learning environment free from bullying and cyberbullying, where all school community members treat each other with respect and appreciate the rich diversity in our school and programs. This commitment is an integral part of the Collaborative's comprehensive efforts to promote learning, eliminate all forms of violent, harmful,

and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

We recognize that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, sexual orientation, gender identity or expression, physical appearance, or disability, or by association with a person who is perceived to have one or more of these characteristics. Shore will take specific steps to create a safe, supportive environment for vulnerable populations

in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing. The Collaborative expects that all members of the school community will treat each other in a civil manner and with respect for differences. Shore will not tolerate any unlawful or disruptive behavior, including any form of bullying or cyberbullying in our programs or school-related activities. Shore will promptly investigate all reports and complaints of bullying and cyberbullying and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate referral to law enforcement agencies. Shore will support this commitment in all aspects of activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

Shore's complete Bullying Intervention and Prevention Plan is included as appendices at the end of this handbook and posted on our website.

Rights and Involvement of Students and Parents

Non-Discrimination

Consistent with M.G.L. c. 76, s. 5, and other federal and state laws, Shore Educational Collaborative affirms the collaborative's non-tolerance for discrimination or harassment in admission, access, education, treatment, employment, business, and all other transactions. Shore Educational Collaborative does not discriminate against students, parents, employees, or the general public on the basis of race, color, national origin, sex, age, religion, gender identity, sexual orientation, disability, limited English speaking ability or homelessness, or discrimination on those same bases. Students, their families, and Shore employees will be given equal access to all of Shore's benefits, activities, and services. Questions or complaints related to possible discrimination will be received, investigated, and resolved, as they relate to any of the protected classes as legislated by: Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); the Age Discrimination Act of 1974 (Age Discrimination Act), Chapter 622 of the Acts of 1971 (M.E. c.76, §5), and Chapter 151B of the General Laws, should be directed to:

Kristin Shaver, Executive Director or
Amaber De Los Santos, Director of Human Resources

In addition, complaints may be directed to the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Commission Against Discrimination, or the United States Department of Education Office for Civil Rights.

Individuals who are named in a complaint will receive procedural due process. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/ expulsion or other sanctions as determined by the school administration subject to applicable procedural requirements. Procedures regarding student discipline, discrimination or harassment based on sex and disability ensure due process.

Harassment

Consistent with M.G.L. c. 76, § 5, Shore Educational Collaborative is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Consistent with our Bullying Intervention and Prevention Plan, Shore Educational Collaborative specifically prohibits all conduct that creates an intimidating, hostile environment for others. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, limited English speaking ability, age, gender, sexual orientation, gender identity, homelessness or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events, or discrimination on those same bases. By law, the particular communication or conduct is viewed from the perspective of a "reasonable person" judging the nature of the content on which the harassment is based. What one person may consider harmless; another may reasonably view it as harassment. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Individuals who are named in a complaint will receive procedural due process. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/ expulsion or other sanctions as determined by the school administration subject to applicable procedural requirements.

Shore Educational Collaborative will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the Program Coordinator or HR Administrator immediately who will investigate the incident. Such investigation may include identification and questioning of witnesses and other appropriate actions.

Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with Shore Educational Collaborative's obligations relating to investigation of complaints and the due process rights of individuals affected. If the Administrator determines harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion. Shore Educational Collaborative encourages all individuals to bring any concerns or complaints of harassment to the attention of staff so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110 t. 617-289-0111 (TTY: 1-877-521-2172) The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800- 439-0183) or the Massachusetts Commission Against Discrimination.

Sexual Harassment/ Title IX Policy

This policy applies to the extent that there is an allegation of sexual harassment under the Federal definition of sexual harassment. If the allegations are under solely the state definition of harassment, the district will utilize other policies and procedures.

Definitions

Under state law, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

Under Federal law, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District, Shore Educational Collaborative, will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Deliberate indifference" means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

"Emergency removal" means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within five school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complaintants and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to

investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.
The contact information for the Title IX Coordinator is:

Elle Wilson
Director of Therapeutic Services
Shore Educational Collaborative
617-370-6265
ewilson@shorecollaborative.org

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the Director of Educational Services, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the Shore Educational Collaborative.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty school day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice
Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that Shore Educational Collaborative's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within thirty (30) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself as investigator, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

(A) Identification of the allegations potentially constituting sexual harassment;

(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

(C) Findings of fact supporting the determination;

(D) Conclusions regarding the application of the recipient's code of conduct to the facts;

(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

(F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records
A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

Training
The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on Shore Educational Collaborative's website.

Appeals
Any party may appeal the decision in writing to the Executive Director within five (5) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant
or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement
appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Executive Director or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Executive Director:
Kristin Shaver (she/her)

Executive Director
Shore Educational Collaborative
Office: 857-776-6872
Cell: 781-853-1614
Email: kshaver@shorecollaborative.org

External Grievance Procedure
Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with Shore Educational Collaborative's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

OR
The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center

Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies
Some alleged conduct may constitute both a violation of Shore Educational Collaborative's policies and criminal activity. The building Director of Educational Services, Program Director, IX Coordinator, Executive Director, or designee will refer matters to law enforcement and other agencies as appropriate under the law or Shore Educational Collaborative policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation
Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and Shore Educational Collaborative policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Complaints

Shore strives to provide high quality services, as directed by students' individualized education programs, curriculum standards and best practices. However, students, clients, parents, and employees have the right to register complaints with Shore as well as with applicable outside agencies, regarding their education, services, care, employment. All complaints will be accepted and investigated, with prompt resolution utilizing the grievance procedure.

There will never be any adverse consequences taken for filing a complaint. Should there be any retribution for complaints made toward the complainant, a Shore Administrator, up to and including the Executive Director should be notified immediately. Attempts to resolve complaints should be made immediately by the Administrator in charge of the program. The actions taken, whenever possible, to resolve the complaint will be conveyed to the complainant and to the school district with whom the student is registered. When matters rise to the level of a grievance, particularly related to issues of discrimination or harassment regarding sexual orientation, gender identity, disability, age, sex, disability, ethnicity, race, color, limited English speaking ability, homelessness, religion, and all other protected statuses, this should be immediately communicated to the Director of Human Resources or Executive Director.

It is the responsibility of the Executive Director to investigate or oversee the investigation into the subject of the grievance and institute remedies to address these in a timely manner. Parties to the grievance should be informed within (10) working days of the findings and suggested action(s) taken to address the grievance, and/or the status of the investigation and approximate timelines for a plan of action. The Executive Director/designee will report grievances to the appropriate state agencies and school district as required.

Student Records - Privacy/Confidentiality/Access

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she

reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for Copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student

then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- U.S. Department of Education
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Parent Advisory Group

Shore Educational Collaborative believes that parents are integral to the overall success of Shore's educational programming. At the beginning of each academic year Shore solicits parental participation on the Shore Parent Advisory Group. Letters of request are sent to all parents and, in addition, staff will solicit participation from parents whom they believe may be especially interested or committed to improving Shore's programs and educational services. The Shore Parent's advisory group meets once a month and is staffed by a Shore Coordinator or Clinician and other interested staff.

A record is kept of the meeting proceedings and is kept on file in the Shore administrative offices; agendas and schedules are also kept on file. The Parent Advisory group is responsible to *advise* Shore on matters pertaining to the education, health and safety of all the students in Shore's programs.

Each year the Parent Advisory Committee, in conjunction with Shore staff is expected to generate a "plan" to address concerns, interests and ideas, designed to improve the overall quality of Shore's programs. This plan may be used to address on-going issues, develop new programs or address perceived issues related to curriculum, space, quality, management or other topics deemed to be pertinent by the group. This plan will be reviewed over the course of the year and corrective action steps reported to both Shore's Management and

Board of Directors.

Access to Policies and Procedures

Shore Educational Collaborative maintains a comprehensive Policies and Procedures Manual that ensures standardized, high quality educational services are developed and maintained across all Shore Educational Collaborative programs. These policies and procedures are consistent with current Department of Elementary and Secondary Education regulations. Each program site has a copy of the manual and supporting reference manuals. All of these manuals are available for you to review on-site if you so choose. If you would like the opportunity to read and review the manuals, please make arrangements to do so with the Program Director of your child's program.

Instructional Materials

Consistent with Massachusetts regulations, 603 CMR 26.05(1), Shore Collaborative, through its curriculum 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 district guidelines, families may request information from the building program directors on available accommodations related to curriculum content.

Orientation Procedures

Parents and students should visit Shore for a tour/orientation prior to starting school. At this time, the parent/student is provided with a copy of a Handbook, which contains necessary and pertinent information with regard to Shore's policies and procedures.

Special Events

Shore involves our families through welcoming them to join special events held by individual classrooms, programs and/or school wide activities. Examples of these are graduation ceremonies, science and art fairs, holiday and end of school year celebrations and showcases of student work.

Ongoing Communication

Shore staff at all levels – Coordinators, Clinicians, Teachers and Nurses communicate with parents in an ongoing way about their children's progress and issues that may be occurring at school or at home. With parental consent, Shore nurses, clinicians and administrators are happy to speak to primary care physicians, community therapists, and other collaterals to ensure good continuity of care and communication for the well-being of students.

Observing or Visiting Students

Shore strives to maintain an "open door" policy when it comes to visiting or observing students while at Shore. The difficulty is the disruption that can accompany guests in the classroom and the consideration of privacy for other students and their challenges. Therefore, parents who wish to observe their child or to designate that an advocate or other professional observe their child, should first arrange this with their Educational Coordinator. Students are not to invite friends or family members to visit throughout the school day without prior notice and authorization from the Educational Coordinator. For the utmost security of our students and staff, all family members, students, and other guests must check-in at the front reception desk, sign in and obtain a visitor's badge (if authorized) and be met and accompanied through the school by a Shore employee.

You're Ready to Move on from Shore! --- Change of Placement

Shore Collaborative programs ensure flexible procedures and mechanisms that maximize opportunities for enrolled students to gain the capacity to return to a less restrictive educational program. Such mechanisms may include, but are not limited to, a capacity for part-time attendance at a neighborhood public school or other community program or a period of transition from one program option to a less restrictive program option. As a component of the intake/placement process, the LEA will identify student performance expectation for the re-entry to a public school setting. At each student's annual Team meeting, the Team, through the Vision Statement process, will identify if the student will be likely to transition back to the public school setting within that academic year. If it is determined that the student has reached the goals as outlined in the Student Transition Plan by the LEA at intake, the Team will then develop and proceed with the Student Transition Implementation

Plan addressing the following areas:

- Background information – statement of the student's academic/behavioral/social-emotional needs and progress with specifics regarding what has been crucial to the student's success
- School history – recommendation for school placement
- Current educational needs – academic levels, accommodations, and materials needed in all subject areas
- Access to general education classes
- Technology needs
- Behavioral needs recommendations – plan, preferred activities, motivators, frequency.
- Additional therapies- short statement of current functioning, accommodations, specific materials, service delivery
- Therapeutic needs – individual/group therapy, daily/weekly check-ins/progress reports, outside / therapist/community agency/physician(s) name and telephone numbers
- Goals – transition into school

Appendix A: Suspensions

Policy:

Shore will use suspension and expulsion as disciplinary consequences only in cases of significant violations in codes of conduct, and in accordance with all relevant state and federal laws and regulations. In all discipline interactions, students will be provided appropriate due process and be expected to be a partner to the resolution.

Purpose:

To ensure that clear and consistent criteria are used in determining disciplinary actions with students who have behavior challenges so that school safety as well as clinical efficacy are optimized. When suspensions or expulsions are used, all legislation and regulations will be followed with respect to notification of these consequences to students, parents/guardians, school districts; including oral and written notice regarding suspension and hearing; due process of the student and parent to explain and defend the allegations or actions that are being considered; application of suspension/expulsion that are commensurate with the severity of disciplinary violations; educational and related services needs of students. Suspension decisions will be made only by a Shore Administrator, i.e., Educational or Clinical Coordinator.

Procedures:

1. Students may be considered for suspension or expulsion for the following reasons:
    a. Possession of a dangerous weapon on school premises or school sponsored events;
    b. Possession or use of drugs, alcohol or other controlled substances;
    c. Assaulting a school employee;
    d. Felony charges or convictions;
    e. Serious verbal or other potential threats to do harm to persons or property associated with the school;
    f. Assaults to other students which cause injury or are intended to cause injury, are unprovoked, are violations of civil rights;
    g. Hazing
    h. Presence of the student poses a danger to persons or property, or materially or substantially disrupts the order of the school.

2. In considering suspension or expulsion as consequences, the following criteria should be used:
    - Student's disabilities as they relate to behavior/violation;
    - Student's intent or purpose, understanding, and accountability of his/her behavior and its health and safety implications;
    - Student's history, reason for Shore placement, functioning level;
    - Student's level of disruption, dysregulation, altered mental status such that s/he can meaningfully remain in school and safely engage in learning.

3. Suspensions may include:
    - In-School Suspensions
    - Emergency Removals - May not exceed 2 days
    - 3- 10 day Suspensions
    - 10 day or longer Suspensions

All regulations with respect to notification to parents/students, districts, and the opportunities for due process hearings will be adhered to. Students will be given assignments so that there is no disruption to their academic program. In any case, a re-entry meeting/hearing will be held with the student and all appropriate parties prior to the student returning to school. Documentation of suspensions from any part of the student's program will be logged in the Shore database (School Brains) and reported to students' school districts and the DESE. In addition, Shore's Leadership Team will analyze aggregate data on suspensions, particularly as they relate to student demographics to ensure there is no bias based on race, ethnicity, gender, socioeconomic status, disability.

School districts, not Shore, would make decisions and provide student and parental notifications specific to suspending students from special education transportation. Nonetheless when Shore Administrators are notified of a student's suspension from transportation, the number, duration and reason for the suspension will be documented and reported along with all other suspensions from any part of the student's program that is prescribed by the IEP.

The following guidelines pertain to each type/length of suspension.

I. In-School Suspensions (603 CMR 53.10)

A. Alternative to short-term suspensions — removal of a student from regular classroom activities, but not from the school premises.
B. In-school suspensions (ISS) of ten (10) or fewer consecutive or cumulative days do not require the full 37H¾ procedures.
C. Prior to the in-school suspension, Shore Coordinator (Educational or Clinical Coordinator) informs the student orally of:
    a. All charges;
    b. Basis for the charges, and
    c. Provides the student and opportunity to dispute the charges and explain the circumstances.
D. If the Principal determines that the charges are substantiated, then the student is informed of the in-school suspension.
E. On the same day of the decision, the Coordinator must make every effort to notify the parent as soon as possible about the length of the suspension and the infraction committed. Coordinator must make AND document two attempts to reach the parent.
F. The Coordinator shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to behaviors. The meeting should be scheduled for the day of suspension, if possible.
G. The Coordinator must send written notice to the student and parent about the length and reason for the in-school suspension, and invite the parent to a meeting, if the meeting has not already occurred. The notice must be sent the day of the suspension, by email, certified mail, or first class mail, to an address provided for school communications.
H. HOWEVER, once the in-school suspensions exceeds 10 days, then the next day of in-school suspension must now be treated as a long-term suspension requiring the process for long term suspensions. Please note that during in-school suspensions, the student must be able to make progress in school, to be encouraged to do his/her work, take tests, quizzes, receive information about assigned long term assignments, and other similar classroom activities.

II. Emergency Removal

[Exceptions to the "prior to suspension" rules – 603 CMR 53.07, 53.10]

A. This is the case when a student may be suspended first, with written notice to follow where "the continued presence of the student poses a danger to persons or property, or materially or substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption." 603 CMR 53.07(1).

B. This temporary removal may not exceed two school days.

C. Must make reasonable and immediate efforts to orally notify student and parent of the reason and need for emergency removal. Most likely the Coordinator/designee would speak first to the student then contact the parent and inform them the child needs to be removed from school and picked up by the parent. Even this partial day is considered "Day 1" of an emergency removal.

D. If the parent is unavailable, and depending on the age and agitation level of the student, an in-school suspension may be implemented if the student is unable to be removed/dismissed at the time. No student will be suspended and sent home unless a responsible adult is available to receive the student.

E. The hearing, along with written notice prior to the hearing, still has to be provided, but the student can be suspended in the meantime. The written notice and the hearing must be held during the next 2 school days following the emergency removal of the student.

F. The decision must be rendered orally on the same day as hearing and in writing no later than the following school day.

III. Short Term Suspensions (Less than 10 days)

A. Students shall be afforded all the substantive and procedural rights held by eligible students.

B. Prior to the out of school suspension/expulsion – 603 CMR 53.06 there must be immediate oral and within 24-hours written notice provided to the parent in English and home language that states:
   a. All charges;
   b. Basis for the charges;
   c. Potential consequences;
   d. Provides an opportunity for a hearing with the principal and the date, time and location of the meeting/hearing;
   e. The right to interpreter services at the meeting, if relevant.

C. Parental participation: The Coordinator shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. By regulation, "reasonable efforts" are defined as written notice AND two attempts to contact the parent. Written notice may include email according to the regulations. Coordinators should document all attempts and actual contacts to parents as evidence of reasonable attempts.

D. The hearing consists of:
   a. Discussion of the disciplinary offense, basis for the charge, and any other pertinent information;
   b. Opportunity for student to offer information;
   c. Opportunity for parents to offer information.

E. Based on the information, including mitigating circumstances, the Coordinator shall determine whether the student committed the disciplinary offense, and if so the consequences.

F. Written notice in English and home language should be done following the hearing to memorialize the meeting – i.e., written findings/outcome. In addition, according to the regulations, the Coordinator's notice must outline how he/she will ensure that the student is allowed to make academic progress.

G. If a student is in preschool or grades K through 3, the Coordinator will send the notice to the Executive Director and describe the alleged misconduct.

H. Sending a student home "early" or and "in-school suspension of a student who is not receiving instruction from either a licensed teacher or a paraprofessional being supervised by a licensed teacher is a suspension if the student's IEP does not allow for the modification of learning time requirements of the Board of Elementary and Secondary Education.

I. Procedures are in place to record and track the number and duration of suspensions, including suspensions from any part of the student's IEP program, including transportation.

J. Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, parents and the public school district or human service agency responsible for the placement will be notified. The program, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.

K. The public school district responsible for the student's placement and other appropriate parties will be provided with immediate notification of suspensions and within 24-hours a copy of the written suspension notice.

IV. Long Term Suspensions - (Greater than 10 days)

Requirements and Procedures for Suspensions lasting >10 days are written below, however, it is highly unlikely that this consequence would ever be employed at Shore.

A. Often students come to Shore after suspensions have been used as a consequence at their own, district schools and have not been successful (i.e., corrective) in changing students' behavior. Conduct that is so egregious that a long term suspension would be considered would first result in a TEAM meeting to discuss the student's disability, emotional, physical and educational well-being and needs. Patterns of behaviors, suspensions, and/or high risk behavior(s) may be discussed by the TEAM as:
    a. a manifestation of the student's disability;
    b. a modification of the IEP if a manifestation determination is made so that educational and therapeutic services better meet the student's needs;
    c. requiring referrals to a higher, more intensive level of care or intervention (as an interim alternative educational setting or an alternative placement);
    d. requiring a functional behavioral assessment and/or a change in the behavior plan or other interventions.

B. If the behavior is not a manifestation of the student's disability, the same notice is given as for short-term suspension, with these additions:
    a. Right to review the student's record and documents upon which the Coordinator will be relying;
    b. Right to be represented by counsel or a lay person, at the student's/parent's expense;
    c. Right to produce witnesses on own behalf;
    d. Right to cross-examine witnesses presented by school district;
    e. Right to request hearing be recorded and to receive a copy of the recording; and
    f. Right to appeal the decision to the Executive Director.
C. The hearing is conducted the same way as short-term suspension but with additional rights as outlined above.
D. Based on the information, including mitigating circumstances, the Coordinator shall determine whether the student committed the disciplinary offense, and if so the consequences. The Coordinator will always consider alternatives to long-term suspension.
E. Written notice in English and home language is given following the hearing to memorialize the meeting – i.e., written findings/outcome. Notice must contain:
    a. Disciplinary offense, date of hearing and participants;
    b. Key facts and conclusions;
    c. Length and effective date of suspension, as well as any return to school;
    d. Notice of opportunity to receive education services to make academic progress during removal;
    e. Right to appeal to the Executive Director within 5 calendar days of the effective date of suspension and the suspension will remain in effect, unless and until the Executive Director decides to overturn the suspension.
F. If student is in preschool or grades K through 3, the Coordinator will send the notice to the Executive Director before it takes effect and describe the alleged misconduct.
G. If an appeal is made to the Executive Director, the process is as follows:
    a. Student has 5 calendar days to appeal with option to extend for an additional 7 days;

b. The Executive Director hears appeal within 3 school days, unless parent or student requests an extension of up to 7 calendar days;
c. The Executive Director shall make good faith effort to include parent in hearing, which means making an effort to find a day and time that works for the parent;
d. Send written notice of the date, time and location of hearing;
e. The Executive Director shall inform all parties present that s/he is making an audio-recording of the meeting and will provide a copy to student or parents upon request;
f. The student has the same rights as at a long-term suspension hearing before Coordinator (see section A above).

H. The Executive Director must issue a written decision within 5 calendar days and may not impose a greater suspension than the Coordinator.
I. The Executive Director's decision is final.

Appendix B: Bullying Intervention and Prevention Plan

Shore Educational Collaborative is committed to providing our students equal educational opportunities and a safe learning environment free from bullying and cyberbullying, where all school community members treat each other with respect and appreciate the rich diversity in our school and programs. This commitment is an integral part of the Collaborative's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

We recognize that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students, as well as persons who associate with members of one or more of these groups, may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Collaborative will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The Collaborative expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Shore Educational Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying and cyberbullying in our programs or school-related activities. The Collaborative will promptly investigate all reports and complaints of bullying and cyberbullying and take prompt, effective action to end that behavior and prevent its recurrence. Action will include, where appropriate, referral to a law enforcement agency. Shore Educational Collaborative will support this commitment in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

Definitions

"Aggressor" is a student or a member of school staff who engages in bullying, cyberbullying or retaliation.

"Target" is a student against whom bullying, cyberbullying or retaliation has occurred.

"Bullying" is defined as the repeated use by one or more students or staff 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 self 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 and materially and substantially disrupts the education process or the orderly operation of a school.

"Cyberbullying" is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

"Cyberbullying" shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content

or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. "Cyberbullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v) inclusive, of the definition of bullying.

"Retaliation" is defined as any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is prohibited. Reports of bullying and retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

"Hostile Environment" is defined as a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

"Staff" includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Prohibition of Bullying, Cyberbullying and Retaliation

Acts of bullying, cyberbullying, and retaliation are prohibited on school grounds, property immediately adjacent to school grounds, at a school sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

The Development of the Plan

The Collaborative has developed this Plan in consultation with teachers, school staff, paraprofessional support personnel, administrators, community representatives and a local law enforcement representative. A period of public comment was held prior to adoption of the Plan by first the Operating Committee, (Special Education Administrators from each of the member districts) and then by the Board of Clinical Coordinators, a school committee member from each of the Collaborative's member districts as well as the Executive Clinical Coordinator of Shore Educational Collaborative. This Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the Collaborative is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

The students and their parents/guardians will receive annual notice of the relevant student-related section of the Plan annually. Faculty and staff have been, and will continue to be, trained annually on the Plan. The Clinical Coordinator is responsible for the implementation and oversight of the Plan.

The Collaborative provides all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the employee handbook. The Collaborative has posted the Bullying Prevention and Intervention Plan on its website at www.shorecollaborative.org as well as assigned a telephone extension for reporting purposes. The anonymous Bullying Prevention and Intervention number is **617-370-6221 extension 6420**.

Annual collection of Collaborative data on the prevalence and characteristics of bullying is used to guide on-going local decision-making related to surveillance, prevention, intervention, and professional development.

Planning and Oversight

The Clinical Coordinator or designee of Shore Educational Collaborative is responsible for the following tasks under the Plan:

- receiving reports on bullying after the Educational Coordinator assigned to the classroom(s) has obtained them from the staff
- collecting and analyzing Collaborative wide data on bullying to assess the present problem and to measure improved outcomes
- creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors
- planning for the ongoing professional development that is required by the law
- planning supports that respond to the needs of targets and aggressors
- choosing and implementing the curricula that the Collaborative will use
- developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them
- amending student and staff handbooks and codes of conduct
- leading the parent or family engagement efforts and drafting parent information materials
- reviewing and updating the Plan each year or more frequently if needed

Training and Professional Development

The Collaborative's Plan includes annual training at the start of the academic year for all school staff that will include staff duties under the Plan, an overview of the steps that the Clinical Coordinator or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the Collaborative. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate prior participation in an acceptable and comparable program.

The Plan will include ongoing professional development in order to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of professional development is informed by research and includes information on developmentally and/or age appropriate strategies to prevent bullying; developmentally and/or age appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; research findings on bullying, including

information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyberbullying; and Internet safety issues as they relate to cyberbullying.

Professional development will address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs).

Access to Resources and Services

Identifying Resources

The Collaborative is staffed such that it is able to identify and to provide counseling and other services for targets, aggressors, and their families. The staffing pattern supports the creation of a positive school environment by focusing on early interventions and intensive services. There are no resource and service gaps.

Counseling and Referral to Other, Outside Services

Support services are available that are culturally and linguistically appropriate within the Collaborative and member districts. Linkages with community based organizations, including North Suffolk Mental Health, Eliot Community Human Services, Wayside Youth and Family Support Network have already been established given the nature of the students the Collaborative serves. Member district staff and service providers will assist the Collaborative in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Collaborative staff is skilled in the development and implementation including, but not limited to, individual behavioral intervention plans, social skills groups, and individually focused curricula. The Collaborative has an established referral protocol for referring students and families to outside services.

Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Academic and Non-Academic Activities

The Collaborative provides developmentally or age-appropriate instruction on bullying prevention in each appropriate classroom. Instruction includes individual classroom approaches, whole school initiatives, and focused intervention for bullying prevention and social skills development whenever appropriate. The Collaborative's established priorities include bullying prevention curricula that is informed by current research which, among other things, emphasizes the following approaches:

- social emotional learning curriculum – use of group discussions
- self-determination, person-centered planning, targeted skill-building
- using scripts and role plays to develop skills
- Self-evaluation and strategic solution-focused problem solving
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance

- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cybersafety and digital citizenship, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Clinical Coordinator and Educational Coordinators in collaboration with the mental health clinicians require the Plan be reviewed with students at the onset of each school year and upon the admission of new students.

At least once every four years, the Collaborative will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our school. Additionally, the Collaborative will annually report bullying incident data to the Department.

The Collaborative's general positive behavioral support system is integral to establishing a safe and supportive school environment. This support system includes, but is not limited to, the following:

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

Procedures for Reporting and Responding to Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member are recorded in writing. Staff members are required to report immediately to the Clinical Coordinator or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Collaborative staff members, may be made anonymously. The Collaborative has made a variety of reporting resources available to the school community including, but not limited to, an Incident Report Form, a voice mailbox, a mailing address, and an email address.

Use of the Shore Educational Collaborative Incident Report Form is not required as a condition of making a report.

The Collaborative: 1) includes a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) makes it available in the school's reception area, the offices of the clinical staff, the school nurses' offices, and other locations determined by the Clinical Coordinator or designee; and 3) posts it on the school's website. The Shore Educational Collaborative Incident Report Form is made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Collaborative provides administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Clinical Coordinator or designee, is incorporated in student and staff handbooks, on the Collaborative's website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff

A staff member reports immediately to the Clinical Coordinator or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Clinical Coordinator or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Collaborative policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

The Collaborative expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Clinical Coordinator or designee. Reports may be made anonymously, but no disciplinary action is taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students are provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Clinical Coordinator or designee.

Responding to a Report of Bullying or Retaliation

Before fully investigating the allegations of bullying or retaliation, the Clinical Coordinator or designee takes 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. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, during earned/unearned breaks; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. District representatives are notified in order to contact transportation vendors in the event of a situation that occurs during daily transportation to and from school. The Clinical Coordinator or designee takes additional steps to promote safety during the course of and after the investigation, as necessary.

The Clinical Coordinator or designee has implemented appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others

Notice to Parents or Guardians

Upon determining that bullying or retaliation has occurred, the Clinical Coordinator or designee have and will continue to promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Clinical Coordinator or designee contacts parents or guardians prior to any investigation. Notice is consistent with state regulations of 603 CMR 49.00.

Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Clinical Coordinator or designee first informed of the incident promptly notifies by telephone the Clinical Coordinator or designee of the other school(s) of the incident so that each school may take appropriate action. All communications are in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Clinical Coordinator or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Clinical Coordinator notifies the local law enforcement agency. Notice is consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Clinical Coordinator or designee contacts the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Clinical Coordinator will, consistent with the Plan and with applicable Collaborative policies and procedures, consult with the local law enforcement personnel, if any, and other individuals the Clinical Coordinator or designee deems appropriate.

Investigation

The Clinical Coordinator or designee investigates promptly all reports of bullying or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Clinical Coordinator or designee interviews students, staff, witnesses, parents or guardians, and others as necessary. The Clinical Coordinator or designee (or whoever is conducting the investigation) reminds the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and results in disciplinary action.

Interviews may be conducted by the Clinical Coordinator or designee, other staff members as determined by the Clinical Coordinator or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Clinical Coordinator or designee maintains confidentiality during the investigative process. The Clinical Coordinator or designee retains a written record of any investigation.

Procedures for investigating reports of bullying and retaliation are consistent with the Collaborative's policies and procedures for investigations. If necessary, the Clinical Coordinator or designee consults with legal counsel about the investigation.

Determinations

The Clinical Coordinator or designee makes a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Clinical Coordinator or designee takes 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 Clinical Coordinator or designee will: 1) determines what remedial action is required, if any, and 2) determines what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Clinical Coordinator or designee may choose to consult with the student's' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Clinical Coordinator or designee promptly notifies the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Clinical Coordinator or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The Clinical Coordinator or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. (See below.)

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Responses to Bullying

Upon the Clinical Coordinator or designee determining that bullying or retaliation has occurred, the law requires that the Collaborative use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the Clinical Coordinator or designee may consider include:

- offering individualized skill-building sessions based on the Collaborative's anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with appropriate school personnel

- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation
- making a referral to a community service agency

Taking Disciplinary Action

If the Clinical Coordinator or designee decides that disciplinary action is appropriate, the disciplinary action is determined on the basis of facts found by the Clinical Coordinator or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline is consistent with the Plan, the Collaborative's code of conduct and the federal Individuals with Disabilities Education Improvement Act (IDEA). If the Clinical Coordinator or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

The Clinical Coordinator or designee considers what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Clinical Coordinator or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Clinical Coordinator or designee contacts the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Clinical Coordinator or designee works with appropriate school staff to implement them immediately.

Collaboration with Families

The Collaborative engages and collaborates with students' families in order to increase our capacity to prevent and respond to bullying. Parents and guardians are informed about the bullying prevention and intervention curricula used by the Collaborative including: (i) how parents and guardians can reinforce the curricula at home and support the Collaborative's plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians are also notified in writing each year about the student related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. The Collaborative specific approaches to partnering with families take into account age, climate, socio-economic factors, linguistic, and cultural makeup of the students and their parents/guardians.

Parent education and resources

The member districts and/or the Collaborative offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or the Collaborative. The programs are offered in collaboration with the member districts' PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification Requirements

Each year the Collaborative informs parents/guardians of enrolled students about the anti-bullying curricula that are being used. This notice includes information about the dynamics of bullying, including cyberbullying and online safety. The Collaborative sends parents written notice each year about the student-related sections of the Plan and the Collaborative's Internet safety policy. All notices and information made available to parents or guardians are in hard copy and electronic formats, and are available in the language(s) most prevalent among parents or guardians. The Collaborative posts the Plan and related information on its website.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the Collaborative, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law.

In addition, nothing in the Plan is designed or intended to limit the authority of the Collaborative to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½ and other applicable laws in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

SHORE EDUCATIONAL COLLABORATIVE HENRY OWEN SCHOOL
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORT FORM

A. REPORT INFORMATION:

1. Date of Incident:_____2. Location of Incident: _____

3. Name of Person Filing This Report: _____
Title or Role: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

4. Administrator(s) Informed of Incident: _____

5. Name of Target of Behavior: _____
6. Class: _____
7. Grade: _____

8. Name of Aggressor of Behavior: _____
9. Class: _____
10. Grade: _____

11. Witness(s) to Incident:
Name:_____Student ___ Staff ___ Other _____
Name:_____Student ___ Staff ___ Other _____
Name:_____Student ___ Staff ___ Other _____

12. 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 continue on back if necessary.

_____
_____
_____
_____
_____

B. INVESTIGATION:

Interviewer of Target: Name ___ Date _____
Interviewer of Aggressor: Name _____ Date _____
Interviewer of Witness #1: Name _____ Date _____
Interviewer of Witness #2: Name _____ Date _____
Interviewer of Witness #3: Name _____ Date _____

Any prior documented incidents by this aggressor? _____ Yes_____No
If yes, have incidents involved this target or target group previously? _____Yes_____No
Any previous incidents for this aggressor with findings of bullying or retaliation? _____ Yes_____No

Summary of Investigation: _____

_____

_____

_____

_____

_____

_____

_____

C. CONCLUSIONS FROM THE INVESTIGATION:

1. Finding of Bullying or Retaliation:

____ Yes ____ No

____ Bullying Incident Documented As: _____

____ Retaliation

2. Contacts:

Target's Parent/Guardian: _____ Date _____

Aggressor's Parent/Guardian: _____ Date _____

Law Enforcement:_____ Date: _____

3. Action Taken:

____ Loss of Privileges ____ Education on Bullying ____ Suspension ____ Other _

4. Describe Safety Planning:

_____

_____

_____

_____

5. Follow-Up Interview with Target (Initial/Date When Completed): _____

6. Follow-Up Interview with Aggressor (Initial/Date When Completed):_____

7. Signature of Reporter:_____Date _____

8. Report Forwarded to Clinical Coordinator on (Date): _____

9. Clinical Coordinator Signature_____Date _____

Appendix C - Non Discrimination Statement

Consistent with M.G.L. c. 76, s. 5, Shore Collaborative affirms the collaborative's non-tolerance for discrimination or harassment based on race, color, national origin, sex, gender identity, disability, religion, limited English speaking ability, sexual orientation and homelessness, or discrimination on those same bases.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA , its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., braille, large print, audiotape, American sign language, etc.), should contact the Agency (State or Local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http:www.ascr.usda.gov/complaint , and at any USDA office, or write a letter addressed to: USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Ave, SW
   Washington, D.C. 20250-9410
2. Fax: (202) 690-7742; or
3. Email: program.intake@usda.gov.

Shore is an equal opportunity provider.