SHORE EDUCATIONAL COLLABORATIVE

STUDENT SERVICES DIVISION POLICIES AND PROCEDURES MANUAL

Shore
Educational Collaborative

Henry Owen School
100 Revere Beach Parkway, Chelsea, MA 02150
617-887-2930
www.shorecollaborative.org

Dear Parents, Guardians, and Other Interested Parties,

Shore Educational Collaborative maintains a comprehensive Policy and Procedures Manual specific to the Student Services Division. These policies are intended to ensure that high quality, standardized services are developed and provided across all Shore programs. All of these policies are consistent with the Department of Elementary and Secondary Education regulations. Each facility has a hard copy of the manual and it is electronically available to all of our staff. Copies of such policies and procedures are available to you upon request. If you would like the opportunity to read and review the complete manual or any policy contained therein, please contact me or the Coordinator who directs your student's services here at Shore.

Sincerely,

Kristin Shaver

Executive Director

Shore
Educational Collaborative

SHORE STUDENT SERVICES POLICY AND PROCEDURES MANUAL
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SECTION 1

POLICIES ON PROGRAM ADMINISTRATION

Policies and Procedures Manual

Policies and Procedures Manual

Shore Educational Collaborative shall maintain a policies and procedures manual that shall be kept on-site; available at all program locations and the Shore Administrative offices. Each manual will be updated regularly as new policies are articulated or existing policies revised. Each manual will be annually inspected and updated to ensure that comprehensive, timely information is included in each manual. In addition, each program site maintains a set of reference materials that includes:

- Federal IDEA Regulations (34CFR 300.300.577)
- Appendix A to the above regulations
- State Regulations 603 CMR 28.00 and 603 CMR 18.00
- DESE process Guide and IEP forms
- Guide to Federal and State Regulations

The manuals are available for inspection at anytime by parents/guardians, DESE staff, District staff and any other interested parties.

Parents are informed upon admission and annually thereafter, as to the whereabouts and contents of the manual including policy and procedure specific to Chapter 18 requirements.

Shore Educational Collaborative shall notify the Department of Elementary and Secondary Education, school districts and parents of any new policies and procedures and/or changes in current required policies or procedures. Such notification to DESE will occur via the completion of Form 1. Changes in policy or procedure that is not required by DESE or that will not significantly impact the provision of educational services will be documented in the annual updates of the manuals kept on-site.

Mission and Description of Shore's Student Services Programs

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.

Discovery Program: Grades PreK-12+
Students in the Discovery program present with complex health needs and/or multiple disabilities and are supported in their learning by strong teams of teachers, paraprofessionals, nurses, and occupational, physical, and speech therapists.

The Discovery Program supports students with significant global delays and often complex health challenges. The goals for students in Discovery classrooms are to acquire and strengthen developmental, motor, language, and self-efficacy skills to increase access to academics and life skills.

Instructional strategies and teaching materials, including assistive technology, are highly individualized for each student. Communication devices and pictures, standers and walkers, switches and "reachers" are among the many items students access when learning and interacting.

Most students in the Discovery program receive direct, one-to-one services provided by Speech and Language, Occupational, and Physical Therapists, in addition to health services and monitoring by Nurses. Teachers, Therapists, Nurses, and Paraprofessionals work side-by-side to integrate mobility, positioning, communication, focusing, and grasping into all aspects of students' activities.

Explorers: Grades PreK-12+
Students in the Explorers program most often have a primary disability of autism.

The Explorers Program supports students with autism and significant global delays to develop foundational language, sensorimotor, and self-regulation skills essential to learning. Daily schedules and routines are structured and consistent, with age and developmentally-appropriate play or break opportunities provided.
Speech and Language Therapists work directly with students 1:1 and then integrate effective strategies for expressing their needs and preferences into all academic and daily, functional routines. Similarly, Occupational Therapists assess and teach students sensory integration strategies to enhance brain development, regulate senses, and replace anxiety

with feelings of security and calmness. Many students benefit from increasing their focus and attention through discrete trials training in their classrooms, with oversight and training provided by a certified behavior analyst. Therapists work side-by-side with Teachers and Paraprofessionals to integrate goals and strategies so that students acquire and strengthen academic and functional skills throughout all activities.

Pathfinders: Grades PreK-12+

The Pathfinders program supports students who present with varied disabilities such as autism, developmental delays, and intellectual or emotional impairments.

The Pathfinders Program supports students with developmental delays and/or social, emotional, or behavioral challenges. Students benefit from smaller class sizes and instruction that progresses at their own pace, with many varied opportunities to learn, practice, and demonstrate concepts. Materials such as visual cues, manipulatives, audio and video supplements are used to enhance instruction.

In both the classroom and therapeutic areas, students work on communication, social, and self-regulation skills through collaborative activities and projects with their peers. All groups have classroom-wide Positive Behavior Support goals and incentives. Some students may have individual or group therapeutic or social skills services as part of their IEPs.

Functional life skills are a focus in all grades but are particularly emphasized in middle, high, and post-secondary classrooms. Pathfinder students operate "Pop-Up" shops where hand-made crafts and food items may be purchased, or coffee delivery service is provided. In all activities, students are supported to develop self-determination skills so they can pursue the paths that interest them most.

SAIL (Social/Emotional and Academic Individualized Learning): Ages 3.5-11

Shore's Sail Program (Social/Emotional and Academic Individualized Learning) is our therapeutic elementary program, including grades pre-kindergarten to grades 6. Students are typically at or above grade level academically but need behavioral and emotional support that Shore provides in small, structured classrooms and break-time play spaces.

The SAIL Program supports elementary students who have emotional and behavioral challenges that may be related to ADHD, learning disabilities, trauma, or other factors. Students succeed in Shore's SAIL program because of small, well-structured classrooms with well-defined behavioral and academic expectations.

Teachers emphasize essential foundational skills, particularly in math and literacy, in these critical early years of school. Strategies are highly individualized based on students' learning styles. Academic lessons are supplemented with technology, manipulatives, and motivating hands-on projects that demonstrate real-life applications of the concepts that students are learning.

School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms and are scheduled to assist with lunch and recess periods to ensure continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who are evaluated as needing this extra intervention.

Bridges/SOAR: Grades 6-8

Shore's Bridges/SOAR program serves middle school students in grades 6 to 8. Students in these classrooms generally present with emotional and/or behavioral challenges, ADHD, or specific learning disabilities.

The Bridges/SOAR Program supports middle school students who have emotional and behavioral challenges that may be related to ADHD, learning disabilities, trauma, or other factors. Students succeed in the Bridges/SOAR programs because of small, well-structured classrooms with well-defined behavioral and academic expectations.

Teachers employ highly individualized strategies based on students' learning styles. Academic lessons are supplemented with technology and hands-on projects to engage students. School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms to ensure the continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who need extra intervention.

Inspire Academy: Grades 9-12

Inspire Academy supports high school students with emotional and behavioral challenges related to ADHD, learning disabilities, trauma, or other factors.

The Inspire High School has flexible and creative workspaces for students, including a kitchen, meeting spaces, and science labs. A large, open community space allows students to collaborate on projects or work 1:1 with teachers on courses necessary to meet their school districts' graduation requirements.

In addition to traditional classes, Inspire Academy uses "Imagine Edgenuity." This online and blended learning coursework is used for credit acquisition and to supplement classroom instruction. The curriculum includes all core content subjects as well as numerous electives. Smaller class sizes and specialized staff allow us to have the

flexibility to give students the individual attention they need to make student-centered choices to take courses that match their interests and future goals.

TITLE: ORGANIZATIONAL STRUCTURE RELATED TO STUDENT SERVICES

DESCRIPTION:

The organizational structure of the Shore Educational Collaborative is identified on the attached chart. The governing Board of Directors is comprised of representatives identified by each member district school committee. The Executive Director reports to the Board of Directors and he/she is then the direct line of Supervision and Guidance for each of the four Division Directors and the Treasurer.

Shore Educational Collaborative is divided into four Divisions each having their own unique and distinct functions but interfacing under the overall personnel, policy, financial, and management systems of the agency. Each Division Director structures the operation, the lines of communication, monitoring systems, and supervisions as defined by the needs and purpose of the particular Division.

The Student Services Division and the Division of Professional Development and Consultation (also known as District Services) are the two primary divisions responsible for implementing and monitoring those regulations and statutes as defined by the Department of Elementary and Secondary Education.

In each of these two Divisions, the Coordinators meet weekly with the Executive Director to review the current status of the division including programmatic, staff, facility, schedule, and student issues. In addition, there are weekly administrative and Case management meetings to insure that the student information is up to date and that services as defined by the IEP are being met.

The Executive Director meets weekly with the Division's Coordinators and monthly with Lead staff (i.e. Lead Therapists, Nurse, IEP Liaison) for supervision meetings. Notes are taken at each meeting and if a pattern of difficulty in any area relating to a program is noted, the Director may schedule joint meetings with the Teachers/Paraprofessionals and Coordinators involved in an effort to resolve issues and/or facilitate better communication.

Teachers are responsible for the direct line training and supervision of all Paraprofessionals. Paraprofessional meetings and supervision notes are taken during classroom and supervision meetings. Any notable area of excellence and/or need for additional training is noted.

Paraprofessionals do not design instruction for students with disabilities, but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision.
The Teacher and assigned Paraprofessional(s) are responsible for all levels of supervision and support for students. A variety of data collection, documentation, anecdotal notes, and parent/guardian communication systems are utilized to insure that the student and parent are involved and knowledgeable of the student's progress.

TITLE: **Roles and Responsibilities of Program Staff**

Student Services Leadership Team consists of the Executive Director; Program Directors, and a Special Education Consultant whose responsibilities include but are not limited to:

- communicating with our district partners
- receiving referrals for placement
- conducting intake meetings on referred students
- informing districts of the suitability of specific programs for their referred students, etc.
- ensuring that all documentation regarding student-related developments, including all matters regarding behavioral intervention plans (BIP), functional behavior assessments (FBA), manifestation determinations, and disciplinary incidents is current and kept in the student record
- preparing students, with assistance from their teachers, to return to their districts or other less restrictive programs
- developing and implementing, with representatives of the student's sending district, all initiatives related to transition planning
- assisting in the maintenance of student compliance with and completion of program requirements

The responsibilities of our IEP Liaison include but are not limited to

- hosting and conducting (with representatives from our district partners) Team meetings
- receiving input for the IEP from all service providers and ancillary agencies
- coordinating the IEP process
- assisting in writing the IEP utilizing information and goals provided by service providers
- ensuring that the Collaborative provides the IEP to districts in a timely manner so that they can deliver a properly executed IEP to parents
- testing students as may be required
- conducting three year re-evaluations with our district partners
- ensures the participation of representatives of our district partners in all key meetings regarding their students
- monitors the Progress Report process and reviews each progress report for accuracy and compliance before it is sent to the parent and the district.

The responsibilities of the Collaborative's Assistant Executive Director include but are not limited to

- receiving and executing contracts from district partners
- ensuring the accuracy of those contracts
- seeking the appropriate signatures for the contracts
- maintaining records of the contracts as required by regulation.

TITLE: **DISCLOSURE OF INFORMATION**

POLICY: As a public entity, Shore will disclose all information that is required by law and/or regulation to its regulatory agencies and the public.

PROCEDURE: Disclosures will be made as follows:

Department of Elementary and Secondary Education
Shore Educational Collaborative shall make available to the Department of Elementary and Secondary Education information on all aspects of Shore's programs, the certification and or credentials of its staff and individual records of enrolled Massachusetts students. As required by the Department, Shore is mandated to and will share all information related to students, faculty, staff, and administrators.

Public Information
Shore Educational Collaborative maintains a website which contains information on its programs and services; board meetings and agendas; annual reports and annual audits; and other information newsworthy to the public. Some information is posted on bulletin boards throughout the facilities and is always available upon request. Certifications, health and safety inspections, occupancy certificates, and other required postings will be prominently displayed or otherwise made available to the public.

Advanced Notice of Program/Facility Change
Prior to any substantial change to the program facility Shore Educational Collaborative shall give written notice of intent to change to the Department of Elementary and Secondary Education. Shore shall also provide written notice to DESE of any sudden or unexpected changes that may impact the overall health or safety of the students and/or the delivery of services as required by the IEP. Notice shall be given so as to allow the Department time to assess the need for the proposed or unexpected change and the effects of such a change on the educational program. The Department of Elementary and Secondary Education shall provide a response to the Shore Educational Collaborative within thirty days if such change may affect the approval status of the program. (29.9(5)).

TITLE: **COORDINATION AND COLLABORATION WITH PUBLIC SCHOOL DISTRICTS**

POLICY: As per the "Agreement of the Shore Educational Collaborative", "The Shore Educational Collaborative exists to conduct educational programs and services which shall complement and strengthen school programs of member school committees and increase educational opportunities for children when it is determined (through the IEP TEAM process) that such programs can most effectively be provided on a Collaborative basis". In every case, Shore will coordinate and collaborate with school districts to plan and provide the most effective services and programs for students and districts.

PROCEDURE:

The Division of Student Services is designed to provide educational and support services to students, who have been identified by the school district and IEP TEAM process, as being in need of the services and programs the Collaborative provides. Students present with a variety of unique learning needs. Frequently students exhibit behaviors that are disruptive to the educational environment, self-injurious or present a safety or health risk to others. These students require specialized teaching methodologies and environments, which can support their clinical and educational needs. Remediation and/or reduction of behaviors through a variety of curriculum and therapeutic approaches can facilitate the development of appropriate social skills to return to the students' public school district in a less restrictive environment.

Member school districts access the Consultation and Professional Development Unit of the Collaborative as one avenue to provide assistance and consultation to accommodate students in their district. Upon parental consent, a consultant provides consultation to the staff in the member districts, which may include program modifications to the students program.

If the school district through the TEAM process decides that a placement outside the district is appropriate to provide appropriate educational services to the student, the Collaborative will then work closely with its' sending and member school districts in all aspects of the students placement including:

1. The consideration of referral, possible placement and the admission process:

   During the initial referral to the Collaborative, a representative from the Special Education Department of the sending school district contacts an Educational Coordinator. Appropriate documents with parent consent letters are sent to the Coordinator to review in a timely manner. The division of Student Services attends the Team meeting, observes the student in his/her current placement, whenever possible, and reviews with the school district representative and the parent if the student is appropriate for placement in a Collaborative program. Parents and students are encouraged to visit the Collaborative program.

2. IEP development and implementation and roles in the three year eligibility determination:

The Team meets to develop the IEP. A representative from the sending school district chairs this process or appoints Shore's IEP Liaison to assume this role. The Collaborative works closely with the student, family and school district in communicating assessment and other pertinent information for the development of the IEP during annual reviews, eligibility re-determinations and re-evaluation meetings. For all meetings including three-year re-evaluation meetings, the sending school district schedules the meetings in conjunction with the student, family and Collaborative. The sending district also completes and sends to families appropriate invitation letters, consent forms and other documents (including the completed IEP, and Placement Forms) as mandated under both the
federal and state regulations for special education.

3. Purpose, contents, and general arrangements for executing contracts with placing school districts:

The school district will develop and send a written contract to the Collaborative when students from the district are placed in a Collaborative day placement. The contracts will adhere to State Special Education Regulations Regarding Contracts (28.06-3f) and applicable federal regulations (300.349 and 300.400-401). The Collaborative will provide access to the districts regarding student information and documentation and announced and unannounced site visits. This access will be given to both authorized State DESE officials and the authorized representative of the sending school district.

4. Participation of private program and school district representatives at TEAM and other key meetings, including reviewing/revising the IEP.

Shore's programs, though being public facilities, adhere to the regulation specified under section 18. The Collaborative works closely with its sending school districts and member sending school districts regarding all aspects of the student's educational program. An authorized representative of the sending school district chairs all TEAM and other meetings. Shore representatives actively participate in all meetings and provide updated information relevant to the meeting.

5. Written progress reports:

Written progress reports are completed on a quarterly basis and sent to the sending school districts as well as to the parent/student (if student is their own legal guardian and has reached the age of majority). The content and timelines of the written progress reports conform to state and federal special education regulations.

6. Communications/documentation regarding student-related developments, including matters involving students' behavioral plans, functional behavioral assessments, manifestation determinations, and the imposition of discipline:

Shore informs and works closely with the family and sending school district whenever a behavior incident or other student related developments occur which

necessitate the exchange of key information regarding the student. The Collaborative also follows all requirements mandated through Chapter 28 and Section 18 regarding behavior incidents, disciplinary proceeding, functional behavioral assessments, manifest determinations and other
student related matters. All these procedures and documentation requirements are clearly outlined in other sections of this policy and procedural manual.

7. Participation in state assessment programs in accordance with the students' IEP:

Shore requires all students to participate in the Massachusetts Comprehensive Assessment Program. The student's IEP determines whether the student will participate in the regular MCAS with or without standard or non-standard accommodations or in the Alternate Assessment. Administration of the MCAS conforms to State regulations and procedures. The Shore Administrator routinely attends MCAS Trainings; meet with staff regarding the administration of the MCAS. Appropriate staff attends State and Collaborative Professional Development sessions regarding the Alternate Assessment preparation.

8. Preparations for return to public school or other less restrictive setting:

Shore works closely with the school district and the TEAM to determine when a student is ready to return to a less restrictive setting. The School district, Shore and other TEAM members determine what type of strategies would be of benefit to effectively transition the student to a less restrictive setting. Shore also adheres to documentation requirements such as an amendment to the IEP.

9. Preparations for reaching age 18, later education and adult life, consistent with IDEA transition requirements and the State age-of majority law.

Shore works in conjunction with the sending school district, parents/guardians, and student regarding the transition process. Near or during the student's seventeenth birthday, the TEAM, (which is chaired by the sending school district and includes the appropriate Shore staff members, as well as the student and his or her parents/guardian, will engage in a discussion regarding consent and decision making when the student reaches the age majority.

10. School district monitoring of student progress:

The sending School districts will regularly monitor the student's progress through the review of student quarterly progress reports and the assessment process as regulated by both State and Federal Special Education Regulations. The school district and the parents/guardian will receive regular progress reports and, minimally, annual assessments regarding the student's progress.

TITLE: Immediate Notification

POLICY: Pursuant to applicable regulations and agency policy Shore Educational Collaborative shall make immediate notification for any student enrolled in its program (Massachusetts Student, Out-of-State Student or Privately Funded Student) to the Department of Elementary and Secondary Education (via CHAMP and Form 2), 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) of the following incidents that occur during school hours:

- The filing of a 51-A report with Department of Children and Families (DCF) OR a complaint to the Disabled Persons Protection Commission (DPPC) against the school or a school staff member for alleged abuse or neglect of any student;
- The hospitalization of a student (including out-patient emergency room and urgent care visits) due to physical injury at school or previously unknown illness, accident or disorder which occurs while the student is in the program;
- A student run from the program; and
- Any other incident of serious nature that involves a student. (Some examples include: any police involvement, any media involvement, weapons, fire setting, alcohol or drug possession or use while in the program).
- The death of any student (immediate verbal notification to the student's parent(s)/guardian(s), responsible public school district, Department of Elementary and Secondary Education, and any other state agency involved in the education and care of this student).
- The emergency termination of a student pursuant to 28.09(12)(b).

All incident reports must be maintained in student records.

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
Larainne Wilson, Director of Therapeutic Services

Staff who are primarily involved in any of these situations are also required to complete the Shore Incident Report Form and attach the form and any additional narratives to the DESE Form 2.

All written summaries must be submitted through the CHAMP Web-Based Management System and distributed by no longer than 2 working days from the date of incident.

Procedures for Filing Immediate Notification Incidents

1. Shore Educational Collaborative shall make immediate notification for any student enrolled in its program (Massachusetts Student, Out-of-State Student or Privately Funded Student) 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) of any serious incident that occurs during school hours, as outlined in the Shore Educational Collaborative Immediate Notification policy.
2. Staff who are primarily involved in any situation that requires immediate notification are to immediately notify their Program Director.
3. Staff who are primarily involved in any situation that requires immediate notification are required to complete a Shore Incident Report Form, as soon as feasible, but no later than 2 working days from the date of the incident.
4. Program Directors are the individuals responsible for providing notifications, and filing a DESE Form 2 (Program Incident Report) in the CHAMP web-based management system. A copy of the Shore Incident Report Form is submitted with the DESE Form 2.

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
Larainne Wilson, Director of Therapeutic Services

Directions for CHAMP

1. Access the Reporting Portal using the authorized Shore account.
2. Locate the Forms tab in the navigation bar and click Submit an Incident Report.
3. Complete the Administrative and Student Info
   - Reporter Details: The system will automatically insert the name based the account log in.
   - Program & Threshold: Select the sub-program where the event occurred and confirm the event severity.
   - Student Profile: Link the incident directly to the specific student's record.
4. Draft the Event Details (Page 1 & 2)
   - Stick to Facts: Describe exactly what occurred, what led up to the event, and any immediate interventions used.
   - Neutral Tone: Use objective language. Avoid speculation or personal opinions.
   - Timestamps: Input the exact time the event occurred and the time the report is drafted.
   - Witnesses: Log statements or quotes from any staff or peers who witnessed the incident.

5. Document Immediate Follow-Up Actions: Detail the subsequent mitigation steps taken by the team, including:
   - Which supervisors or internal stakeholders were alerted.
   - Outside entities notified (e.g., parents, emergency services, DCF caseworkers).
   - Corrective safety measures put in place right after the event.

6. Submit and Archive
   - Review fields marked with a red star to ensure all mandatory data is filled.
   - Click Submit to route the form directly to the Office of Approved Special Education Schools (OASES) / DESE.
   - Click Save my response on the confirmation page to download a receipt for the program's physical records.
   - Monitor to verify the report has been received and approved by DESE

*All written summaries must be submitted through the CHAMP Web-Based Management System and distributed by no later than 2 working days from the date of incident.

SECTION 2

SAFEGUARDING CIVIL RIGHTS AND LEGAL PROTECTIONS

TITLE: **NON-DISCRIMINATION**

POLICY: With regard to admission, access, education, treatment, employment, business and all other transactions, Shore Educational Collaborative does not discriminate against students, program participants, families, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, age, religion, genetic information, gender identity, disability (type or acuity), citizenship status, limited English speaking ability, military service, or homelessness. Students, program participants, 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 as it relates 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, Human Resources Administrator

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.

PROCEDURES:

1. Employees, students, families, adult clients, applicants, contractors, and others who have an affiliation with Shore and/or are on Shore owned or leased property conducting business shall be treated with respect. Discrimination of any kind will not be tolerated.
2. Employees, students, and families will be given equal access to all of Shore's benefits for which they are eligible; activities (including extracurricular activities), scholarships, services, and considerations. In addition, policies will be applied consistently, without regard to any of the protected qualities or conditions cited above.
3. Those who experience discrimination may file a complaint with any Shore Program Administrator, including the HR Administrator and the Executive Director.
4. After reporting an allegation of discrimination or in lieu of a verbal report, person(s) will be directed to document the complaint using a complaint/grievance form (available on Shore's website) or in any way that is preferable.
5. A Shore Administrator will investigate this complaint in a timely fashion, contacting the aggrieved person within (5) business days to begin an inquiry into the allegation. Such investigation may include identification and questioning of witnesses and other appropriate short-term actions. Confidentiality of the grievant and other respondents and witnesses will be maintained, to the extent consistent with Shore's obligations relating to investigation of complaints and due process

rights of all involved. Shore will disclose the complete contents of an investigation only to those persons who have a "need to know.

6. Appropriate actions will be taken based on the findings of the investigation. Individuals bringing the complaint have a right to appeal to the Executive Director if they are not satisfied with the outcome. The appeal should be made in writing within (10) days of the close of the investigation. The Executive Director will make contact with the complainant(s) about their appeal within (5) business days of receiving the appeal. The decision of the Executive Director is final.
7. The federal agency responsible for enforcing laws prohibiting harassment or discrimination for students is the United States Department of Education Office for Civil Rights. The state agencies responsible for hearing complaints and for enforcing anti-discrimination laws are the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Commission Against Discrimination.
8. There will be no retaliation or disruption/termination of services or employment for making a complaint of discrimination or unfair treatment

TITLE: **Reporting Abuse and/or Neglect**

POLICY: All Shore employees are mandated reporters, to the appropriate state agencies, when there is reasonable cause to believe that a child is suffering from abuse or neglect.

DEFINITION AND INDICATORS OF ABUSE:
(Under the Department of Social Services regulations (110 CMR, section 2.00)

Abuse means: The non-accidental commission of any act by a caretaker upon a child under the age of 18 which causes, or creates a substantial risk of, physical or emotional injury; or constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).
Neglect means: Failure by a caretaker, either deliberately or through negligence or inability to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided; however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home or in-home setting).
Physical injury means: Death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such non-trivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child's age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.
Emotional injury means: An impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

Caretaker can be: A child's parent, step-parent, guardian, or any household member entrusted with the responsibility for a child's health or welfare. In addition, any other person entrusted with the responsibility for a child's health or welfare, both in and out of the child's home, regardless of age, is considered a caretaker. Examples may include relatives from outside the home, teachers or school staff in a school setting, workers at daycare and child-care centers (including babysitters), foster parents, staff at a group care facility, or person charged with caring for children in any other comparable setting.

PROCEDURES:

1) As a Shore employee, in any capacity, you are a mandated reporter to the Department of Children and Families (DCF) or the Disabled Persons Protection Commission (DPPC) under Massachusetts law. For children under the age of 18, reports are made to DCF. For children 18 years of age or older, reports are made to DPPC. Failure to report conditions that meet the criteria may are violations of

the law and may result in fines.

2) If you have reasonable cause to suspect abuse or neglect as defined above, you are encouraged to speak to a teacher, clinician, nurse, therapist, coordinator, or administrator. The purposes of this are to more fully understand a situation that may already be under investigation; to facilitate immediate actions that may be needed to protect the child; to get advice and support from your colleagues. If you do not feel comfortable first sharing the information you have with others at Shore, there is ***no*** requirement that you do so. The only requirement is that you report your observations and/or suspicions to the responsible state agency.

3) Reports are first made orally by accessing the following phone numbers. Mandated reporters to DCF are also required to follow up with a written report within 48 hours.
    a) DCF Phone Numbers:
        Hotline #: 1-800-792-5200
        Local DCF Area Office #'s can be found at www.mass.gov/dcf

    b) DPPC Phone Numbers:
        Hotline #: 1-800-426-9009

4) You will be asked to provide all the specific information that you have pertaining to the situation, such as:
    a) The name, address whereabouts and date of birth or estimated age of the reported child or children and of any other children in the household.
    b) The names, ages, addresses and telephone numbers of the child's parents or other persons responsible for the child's care.
    c) The principle language spoken by the child and by the child's caretaker.
    d) Your name, address, telephone number, profession and relationship to the child. (Mandated reporters cannot request anonymity from DCF. Any reporter can request anonymity from DPPC.)
    e) The full nature and extent of the child's injuries, abuse or neglect.
    f) Any indication of prior injuries, abuse, neglect.
    g) An assessment of further harm to the child, and if a risk exists, whether it is imminent.
    h) If the above information was given to you by a third party, the identity of that person is required.
    i) The circumstances under which you first became aware of the child's injuries or abuse/neglect.
    j) The actions taken, if any, to treat, shelter, or assist the child.

5) Actions can be taken in cases that do not meet the mandated "reportable" criteria, but are nonetheless concerning to you as it relates to students at Shore. For example, sharing your concerns with a Shore teacher, clinician or administrator may facilitate contact with the child's family, outside practitioners that may be involved with the child/family, doctor, and/or others that may be helpful in

ameliorating the problem.

6) Shore staff will be trained annually in these procedures and new staff will be trained within their (30) days of hire. This training will include Shore's policy, as well as ways to access related resources provided by DCF and DPPC, and the laws and regulations that require action.
7) Additional or amended information specified by Massachusetts laws or regulations will supersede the language of this policy.

[DCF policies on child abuse and neglect are required by M.G.L. c119, s51A and B. DPPC policies are required by M.G.L. c19C.]

TITLE: ADMISSION TO SHORE

POLICY: Shore Educational Collaborative shall only admit eligible students to its Student Services programs, i.e. those who have been approved by the Massachusetts Department of Education under the provisions of 603 CMR 28.00 and who are referred by public school districts or approved charter schools.

PROCEDURES:

Intake

Shore Educational Collaborative ***only*** accepts referrals from a school district for Shore's Educational Programs. Packets coming from referring Districts must include an authorized release of information from the parent or guardian, a student information form, a copy of the current IEP (if one exists) and copies of the most recent series of testing completed on the child being referred.

The referral packets will be forwarded to the Coordinator of the program to which the student is being referred. The Coordinator will make contact with the School District's SPED Director or ETL to discuss the student, gather more information and determine which Shore programs or services would be most appropriate for the student. It is also an opportunity for Shore to gather information regarding the public schools' Building Integration Team recommendations to the Coordinator regarding the students proposed placement in a Shore program.

The Coordinator will then conduct a phone interview with the parent or guardian of the potential student. This interview will be for the purpose of gathering additional information, clarifying any questions and to provide the parent with an opportunity to begin to get to know more about the Collaborative. It is an opportunity to review Shore's programs, missions and purpose as well as to discuss the appropriateness of the child for a Shore program. Based on the outcome of the phone call and a mutual desire to move forward in the intake process an on-site program visit for the student and parent will be scheduled. If the result of that visit is that the student and parent wish to pursue placement at Shore, and the Shore team is in agreement, then an intake meeting will be scheduled.

The intake meeting is comprised of Shore staff including the coordinator(s), teacher, lead nurse and designated therapist (as needed), the student (if appropriate), the parent/guardian and a District representative. At that meeting all information regarding the student's placement at Shore will be reviewed. In some cases the intake meeting may also serve the function of an initial IEP meeting, provided that all parties present are in agreement as to the appropriateness of the placement and proper notice of the meeting is given. Pending the outcome of the meeting and receipt of all required documentation, an admission date will be given.

Entry

Once a student has completed the intake process, Shore Educational Collaborative will begin the admissions process. This includes the continued sharing and gathering of information with and from the parent/guardian, referring District and other parties, to ensure that all information regarding the student is received prior to the establishment of a program start date for the student.

Shore Educational Collaborative shall provide the parents/guardians of all prospective students' copies of the Shore Mission statement and a description of the types of services provided. In addition, parents will be provided with copies of pertinent policy and procedures necessary to ensure the safety and educational consistency of the students program and a copy of the Parent's Rights brochure. All of this information is provided to parents via the program's Handbook. Also, via the handbook, parents/guardians will be provided with a copy of the Behavioral Policies and Procedures for Shore Educational Collaborative, and will need to acknowledge that they have read and understand these Policies and Procedures prior to their child being accepted into a Shore Educational Collaborative Educational Program.

Each parent shall be requested to complete and sign the forms provided in the Parent Information packet. Documentation required to be completed and on file prior to admission includes:

- Student information Form
- Intake Form *(generally completed at the intake meeting)*
- Consents for Release: Information, photographs, Community Access
- Emergency Information Form
- Massachusetts School Health Record, which includes a list of immunizations and a complete physical conducted within the last 12 months (private physician's examination).
- Parent/Guardian Consent to administer medication
- Consent to the administration of Tylenol
- Medication Orders, completed by a licensed prescriber
- Consent for the use of Sunscreen
- Policy Re: Notification to school of illness of a child
- Seizure description form (for those students with diagnosed seizure disorders)
- Consent for Emergency Medical Treatment and Transport

Once all the information has been received and all parental sign-offs have been secured, a start date will be issued. Shore staff in conjunction with the parents will agree to the best method to introduce the student to the Shore program and offer to the parents the opportunity to accompany their child to school for the first day or so, to ensure a smooth transition.

TITLE: PARENT CONSENT AND REQUIRED NOTIFICATION

POLICY: Shore will adhere to all regulations with regard to obtaining parental consent and notification to parents of required information.

PROCEDURES:

Upon Admission to Shore:
Once a student has completed the intake process, Shore Educational Collaborative will begin the admissions process. This includes the continued sharing and gathering of information with and from the parent/guardian, referring District and other parties, to ensure that all information regarding the student is received prior to the establishment of a program start date for the student.

Shore Educational Collaborative shall provide the parents/guardians of all prospective students' copies of the Shore Mission statement and a description of the types of services provided. In addition, parents will be provided with copies of pertinent policy and procedures necessary to ensure the safety and educational consistency of the student's program and a copy of the Notice of Procedural Safeguards brochure. All of this information is provided to parents via the program's Handbook. Also, each parent/guardian will be provided with a copy of the Behavioral Policies and Procedures, as well as the Physical Restraint Policy and Procedures, and will need to sign off on these Policies and Procedures prior to their child being accepted into a Shore Educational Collaborative Educational Program. Parents will also be provided with a copy of the Bullying Prevention and Intervention Plan annually. Shore Educational Collaborative staff shall partner with sending school district personnel to ensure all required parental consents are obtained at the time of referral and continuously maintained throughout the student's placement within Shore programs.

Each parent shall be requested to complete and sign the forms provided in the Parent Information packet. Documentation required to be completed and on file prior to admission includes:

- Student information Form
- Intake Form *(generally completed at the intake meeting)*
- Consents for Release: Information, photographs, Community Access
- Emergency Information Form
- Massachusetts School Health Record, which includes a list of immunizations and a complete physical conducted within the last 12 months (private physician's examination).
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Once all the information has been received and all parental sign-offs have been secured, a start date will be issued. Shore staff in conjunction with the parents will agree to the best method to introduce the student to the Shore program and offer to the parents the opportunity to accompany their child to school for the first day or so, to ensure a smooth transition.

Research:
Shore Educational Collaborative will not conduct research, or experimentation use of the students or family's name, photographs or videotapes for fundraising, publicity or other purposes without prior written notification to and the prior written consents of the affected students' parents (or if appropriate, the Department of Child and Family Services). In addition, students 18 years of age or older shall give consent, unless Shore has written documentation that the student is not capable of making such a decision. A written copy of the consent shall be maintained in the student's file and a copy sent to the school district responsible for the student.

Observation:
Shore Educational Collaborative will not allow, without written specific consent of the parents (or if applicable DCFS), observation of any student in the school by persons other than parents of current or prospective students, paid staff of the school, volunteers or student interns, authorized staff of the public schools responsible for the students or authorized state and federal monitoring. Consent is *not* required for observation or data collection used to evaluate or document the services provided by Shore programs when such observation or data collection is conducted by Shore Educational Collaborative staff, the Department of Elementary and Secondary Education, the public school district, the parents or authorized state and federal monitoring personnel.

This policy shall be provided to parents in accordance with 603CMR 18. (8). Release forms will be distributed in advance of each specific occurrence.

Medication Administration
Medication Orders**,** when applicable, are updated annually.

Emergency Medical Treatment and Transport
Parent/guardian permission is required for emergency medical treatment and transport should an emergency occur outside of the classroom. The forms for emergency medical treatment and transport are updated annually at the start of the school year. Signed Emergency medical treatment and transport must be on file for a student to accompany the class on the trip.

Sex Education and Human Sexuality Consent
PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION In accordance with General Laws Chapter 71, Section 32A, Shore Educational Collaborative has adopted this policy

on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues. At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Executive Director will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum is altered during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner

TITLE: Policy on Student Records

POLICY:

Shore Educational Collaborative shall keep current files for each publicly funded, enrolled student and shall manage such files consistent with the Massachusetts Student Record Regulations (603 CMR 23.00 and MGL c.71 34H). *The referring School District shall be responsible for maintaining the official record for the student and will be responsible for forwarding to Shore Educational Collaborative all necessary and pertinent documents necessary for Shore to maintain comprehensive, complete and up to date records for each student enrolled in Shore's educational programs.*

PROCEDURES:

General Information:
The student record maintained by Shore Educational Collaborative is considered part of the cumulative record and contains all information concerning a student that is kept by the Collaborative while the student is enrolled in the Collaborative educational programs.

All student records contain a record access form (Log of Student Record Access), which is kept at the front of the record. Personnel who access the record must complete the form indicating the date and reason for accessing the record. The Educational Coordinator or Director of Student Services must authorize the access. Only those personnel who are authorized will have access to the student records. (See: Confidentiality).

Each student and parent/guardian with physical custody has a right to see his or her own records. Copies of information in the records may be obtained upon request.

Confidentiality:
The student's record is available to Shore (contracted) personnel who work directly with the student. This includes administrators, teachers, counselors, nurses and therapists, administrative office staff and clerical personnel. They do not need permission to see the records. Staffs are only allowed access to that part of the student's record which is applicable to their field of expertise of training as needed for the appropriate completion of their job.

No information in the student's record is available to anyone outside Shore Collaborative without written permission from the student and/or parent and/or guardian. Exceptions to this would be a probation officer, court order or upon transfer. However, students and parents will be notified before these records are released. A written release must be signed to have any part of the Shore record to be sent outside of the Collaborative. This includes but is not limited to prospective employers, other technical schools, colleges or military services.

The student and the parent/guardian have the right to request to add relevant information

to the student's record as well as the right to request removal of information believed to be untrue or incorrect. Request for removal of information should be directed to the Director of Student services.

Rights of Parents with No Physical Custody

It is necessary for divorced parents to submit a copy of the custody agreement or order so that the Collaborative may identify which of the parents has physical and /or legal custody of the child. A copy of the order should also be sent and kept on file in the child's permanent record maintained by the referring school district. If a parent does not have physical and/or legal custody of the child, then the parent will not be allowed to access the records of his/her child unless the parent has submitted three documents to the Administrator of Students Services;

1. A written request submitted annually to access the records of the child.
2. A certified copy of the probate court order or judgment which must indicate that the parent has not sought or been denied shared legal custody and is entitled to unsupervised visitation with the child, or a certified order of the probate court which specifically orders the parent receive the school records of the child. That order must state that it is being made after a review of any court records, including criminal records of the non-custodial parent, that giving the information will not pose a safety risk to the custodial parent or child and it is in the best interests of the child to provide the information to the non-custodial parent.
3. An affidavit of the custodial parent that no temporary or permanent protective order is in effect restricting access of the non-custodial parent.

After Shore Educational Collaborative receives these documents, it can allow the non-custodial parent to have access to the child's record *only* after Shore has notified the custodial parent and twenty-one days has elapsed from this notification. During that twenty-one day period, the custodial parent can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders. If such orders are provided to Shore Educational Collaborative, then Shore cannot release the record.

Amending Your/Your Child's Record:

1. A parent or an eligible student has the right to add information, comment data or other relevant written material to the student record that is maintained by Shore Educational Collaborative. The information should be submitted in writing to the Administrator of Student Services with a written request that the information be added. Parents or eligible students wishing to amend their permanent record must address those changes to the responsible School District.
2. A parent or eligible student shall have the right to answer in writing deletion or correction of any information contained in the student's Shore Educational Collaborative cumulative record, except for information that was inserted into the record by the TEAM. Such information inserted by the TEAM shall not be subject to the request until after the acceptance of the IEP, or if the IEP is rejected, after the completion of the special education appeals process. Any

deletion or amendment shall be made in accordance with the procedures described below:

A. If the parent or eligible student is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent or eligible student shall present the objection in writing to the Administrator of Student Services and/or have the right to a conference with the Administrator to make the objections known.

B. Within one week the Administrator of Student Services shall render a decision in writing to the parent or eligible student. If the decision is not satisfactory, a grievance may be filed following the Shore Educational Collaborative grievance procedure.

In accordance with CMR 23.00, an "eligible" student shall be a student who has reached the age of 14 or has entered the ninth grade whichever comes first. If a student is under the age of 14, and has not yet entered the ninth grade, than these rights shall belong to the student's parent(s). If a student is from 14 to 17 years of age or has entered the ninth grade, both the student and his/her parent(s), or either one acting alone shall exercise their rights under these regulations. If a student is 18 years of age he/she along shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by the student, in writing to the Director of Student Services. However, the parent of the child may inspect the student's Shore record regardless of the student's age.

Destruction of Records:
Shore Educational Collaborative maintains student records for three years at which time the records are returned to the referring district. Shore Educational Collaborative will not destroy records unless directed to do so by the referring district after the appropriate minimum number of years elapsed.

Record Content:

The Shore Educational Collaborative Cumulative Student Record contains the following information:

- Student fact sheet
- Log of record access
- Name. date of admission, date of birth, primary language of student
- Date of the most recent 3 year re-evaluation and annual review
- Custody or guardianship status
- Parents names, addresses, telephone numbers and home addresses
- The names, addresses and telephone numbers of persons other than parents to be contacted in the event of an emergency
- Gender, race, heights, color of eyes, color of hair, identifying marks or characteristics

- Medical information including information regarding allergies, medications, name and telephone of physicians, date of last physical exam, copies of medical exams and information and correspondence, nursing evaluations and assessments and progress notes
- Health records and reports including documentation of physical exams, allergies, screening tests or assessments conducted of the student
- The responsible public school and public school liaison
- Student's source of tuition
- A copy of the IEP and name of students teacher (case manager) [Originals are kept on file with the referring district
- IEP invitation letters (copies)
- Copies of quarterly progress notes and any modifications to the IEP
- Assessment Summaries
- Copies of Report Cards
- Pertinent correspondence concerning the student
- Information regarding the use of behavior management interventions
- Copies of all incident reports
- Recent Photograph
- Copy of the student's termination or discharge plan (if appropriate)
- Date of discharge and location of school to which the student is discharged (if applicable)

All information contained in the student's record shall be limited to information that is relevant to the educational needs of the student. It does not include notes, memory aides or other information that is maintained in the personal files of Shore Educational Collaborative employees (i.e. teachers, therapists)

Access to Student Work

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards, at fairs/shows, during Open House and parent/teacher conferences, and thus will be seen by many different people, not just the student, parent and teacher. In addition, as an instructional technique, students may be asked to edit, grade, review and/or comment on another student's work. All of this activity is part of the regular educational process and serves to benefit students. Parents/students sign and acknowledgement for this activity as part of the Student handbook.

TITLE: Parent Involvement

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, in addition staff will solicit participation from parents whom they deem to be especially interested or committed to improving Shore's programs and educational services. The Shore Parent's advisory group meets throughout the year 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; agenda's 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.

Orientation Procedures

Procedures for student and parent orientation are highlighted in the admissions policies. In addition, each 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.

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.

TITLE: REGISTERING COMPLAINTS AND GRIEVANCES

POLICY: 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 regarding their education, care, employment with Shore as well as outside agencies

PROCEDURES:

1. Staff, students, clients and parents, upon acceptance to Shore and annually thereafter, will be notified of their rights to register complaints or grievances with the educational or therapeutic services they are receiving at Shore.
2. 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.
3. Attempts to resolve complaints should be made immediately by the Administrator in charge of the program, but no later than 5 school days after the complaint is made.
4. 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.
5. When matters rise to the level of a grievance, particularly related to issues of discrimination or harassment regarding sexual orientation, gender identify, disability, age, ethnicity, religion, and all other protected statuses, this should be immediately communicated to the H.R Administrator or Executive Director.
6. 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.
7. The Executive Director/designee will report grievances to the appropriate state agencies and school district as required.

The following persons and their contact information are designated to coordinate compliance under Title IX and 504. Any questions, concerns, or grievances can be submitted to any of these individuals.

***H.R. Administrator	Amaber De Los Santos	857-776-6875
***Executive Director	Kristin Shaver	857-776-6872

Shore Educational Collaborative Administrative Offices
201 Crescent Avenue
Chelsea, MA 02150

TITLE: **Missing Students/Runaways**

Policy
Students who run away from any Shore program will be immediately reported to a Coordinator so that a plan of action can be developed and implemented. If students are not found and are considered to be missing/have run away, Shore will notify the DESE; the child's parents; DCF/DPPC; the police, and any other appropriate agency or authority involved with the student. An incident form will be filed with the DESE and flagged for immediate notification.

Definition
Any student who during the course of the school day leaves the school facility without the expressed consent of Shore Educational Collaborative staff should be immediately reported to a Shore Education Administrator. Consideration will be given to the student's age, disability, safety skills, current emotional/mental status and the time s/he is missing and cannot be located. Based on these factors, a child may be considered a runaway and missing.

Procedures
Shore's students vary in intellectual, emotional and physical competencies and disabilities and these need to be considered in responding to and reporting a student who has run away or is missing from the program. ***In any and all cases, staff should immediately report a student who is missing from the class to an Administrator so that a plan of action can be developed.*** Based on the student and circumstances, one or more of the following actions may be taken:

- If the student is observed leaving the school, staff may walk with the student, attempting to verbally prompt or converse with him/her in an effort to get the student to make a "better decision" and come back into the school.
- If the student is agitated and observed leaving the school, staff may follow the student at a reasonable but safe distance, ensuring the student's safety, and making attempts to prompt the student to stop and return to the school. If possible communication should be made with the Coordinator or someone else at the school to provide information and get additional help if needed.
- If the student is missing and no staff has seen him leave, a search inside the building and outdoor areas adjacent should immediately be done, widening the search as needed. One staff should take the lead on this search, instructing others on the directions they should go to search and serving as the contact back for communication. Check-in's should be done approximately every (5) minutes back to the lead contact. If the student is not found within a reasonable time (this is highly individualized) of the initial search, the Coordinator will call the local police department and report the student as missing. The police department will be provided with a description of the child, a photo of the child, and any safety risks. The parent will also be notified and asked to report back to the program if the student arrives home.
- When found the student shall be returned to the school program and be examined

by the program nurse for possible injuries.

- If an older student is missing, demonstrates safety skills, and the ability to plan where he is going, his status should still be reported to a Coordinator. The action taken and calls made will be based on the student's disability, current mental status, history and his/her stated plan/intentions if any.

In any and all cases, parents will be notified that the student was missing (or continues to be) by the Coordinator. The Coordinator is also responsible for reporting this incident (verbally and/or in writing) to one or more of the following: DESE, DCF, DPPC, and any others who need to know.

TITLE: CHANGE IN LEGAL STATUS

POLICY: Any changes in legal status of students should be immediately communicated, in writing to Shore.

PROCEDURE:

1. Changes in legal status of a student, based on judicial and/or administrative proceedings, should be communicated to Shore as soon as these changes occur.
2. Changes must be communicated in writing, with copies of the accompanying legal documentation.
3. Staff who receive notifications of changes in legal status should notify the Program Administrator/Coordinator who oversees the student and ensure that this information be updated in the student record and Shore database (currently SchoolBrains).
4. This information should be kept confidential except for those who "need to know". It is the responsibility of the Coordinator to make this decision and inform those at Shore and in the student's school district who need to know about this change in status.

TITLE: Pregnant and Parenting Students

POLICY: Students who are pregnant or parenting are granted the same access to and level of participation in educational and extracurricular activities as any other students.

PROCEDURE:

1. Pregnant students are permitted to remain in regular classes and participate in cocurricular activities with non-pregnant students throughout their pregnancy. They will receive all educational services and will have access to all programs, co-curricular activities and supports.
2. After giving birth, pregnant students are permitted to return to the same academic co-curricular program as before the leave.
3. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school. 4.
4. Every effort will be made to support pregnant students, and to see that the educational program of the student is disrupted as little as possible, that health counseling services, as well as instruction, are offered.
5. Students will be encouraged to return to school after a paternity leave and will resume ; that their return to school after leave is encouraged, and that every opportunity to complete high school is provided.

LEGAL REF: Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b) M.G.L. 71:84 Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)

TITLE: ADMINISTRATION OF SCHOLARSHIPS, PRIZES, AWARDS

POLICY: It is the policy of Shore Educational Collaborative that any scholarships, prizes or awards administered by the Collaborative be free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation, citizenship status, genetic information, age, homelessness, limited English speaking ability, or disability.

PROCEDURE:
Based on the nature/content of the scholarship/prize/award to be selected and/or administered, an ad hoc committee of Shore Administrators, Teachers, and Related Service Providers will be established. In addition to criteria specific to the award, non-discrimination policies will be reviewed and disseminated to all committee members.

SECTION 3

POLICIES ON EDUCATION, BEHAVIOR MANAGEMENT, DISCIPLINE

TITLE: **STRUCTURED LEARNING TIME**

POLICY: Shore will ensure that all state laws and regulations related to structured learning time are met as required.

PROCEDURE:

1. Each year, school calendars for Shore programs will be set for 185 days that ensure there are 180 school/instructional days for students.

2. Elementary students will receive at least 900 hours of structured learning time, during the hours of 8 a.m. to 2 p.m.

3. Secondary students will receive at least 990 hours of structured learning time, during the hours of 8 a.m. to 2:30 p.m.

4. All sessions with related service providers that are documented in students' IEP's will count as instructional learning time. Related service providers' caseloads are determined and assigned according to services specified in IEPs.

5. Electives and other "non-core subject", academic activities undertaken by students will be evaluated to ensure that activities are purposeful and enriching. Once approved, Coordinators 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.

6. Shore will generally follow the home 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 school-closing day.

Program Modifications and Support Services for Limited English Proficient (LEP) Students

Shore Educational Collaborative acknowledges that it is responsible to serve LEP students who are referred and accepted into any of Shore's programs. Acceptance into the program is not precluded by the English language proficiency of the student. Upon acceptance, students are afforded the same opportunities to access and participate in the program's services, activities and other benefits as are all students.

Shore Educational Collaborative will fulfill the mandates of state and federal laws (M.G.L., c 71A and Title VI, respectively), ensuring that sheltered content instruction from a trained and qualified teacher and/or additional instruction in English as a Second Language by a certified ESL teacher are provided as necessary and unless a student's IEP specifies otherwise. Shore will work with referring public school districts to identify, modify and support students who have limited English language proficiency, as follows:

1. Students' school districts will conduct assessments, when necessary of students' English language proficiency, generally by completing the Home Language Survey (HSL). At the time of referral, school districts will inform Shore personnel of the language needs of students and families in terms of instruction, support services, program modifications, translation of written materials, etc.
2. Shore will work with the sending school district plan to meet the students' needs for modifications and support services. Until such time that teachers are fully trained and certified as ESL teachers, Shore will contract with the appropriate resources to retain a qualified, certified teacher in the appropriate language, cognitive and grade level of the student or work with the student's school district to provide this instructor.
3. Shore routinely provides all informational, consent, and advisory materials in both English and Spanish to those families who require it. Interpreters from Shore or school districts assist in regular phone calls and meetings with families. In addition, interpreters work with related service providers, such as Speech and Language Pathologists to program students' communication devices for the benefit of students and their families. All materials and communication will be translated and interpreted in other languages as needed and identified to meet the families' needs and optimize their engagement in their students' educational life.
4. Districts to whom students belong will annually assess their language needs which will serve as the guide for fading modifications, instruction, and support services as students acquire and demonstrate a good understanding of English and are able to engage in the curriculum without these supports.
5. As districts' prefer, Shore will adhere to their Program Modification and Support Services plans when serving students with English language proficiency limitations.

TITLE: Curriculum Review

POLICY: The collaborative ensures that individual teachers in the collaborative review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, or disability. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

PROCEDURE:

The collaborative organizes committees annually to review curriculum materials to ensure they are free of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation.

Educational coordinators review all lesson plans to ensure that appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

If materials are found to not be balanced, Educational Coordinators/Directors will address with teachers during supervision times.

TITLE: Establishing Bias-Free Counseling Materials

POLICY: It is the policy of Shore Collaborative clinical staff to ensure that counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness or English Learner status. Clinical staff shall yearly examine counseling and testing materials for bias and address any bias found therein.

PROCEDURE:

- Annually during Orientation and throughout the academic year upon receipt of new counseling materials the Clinical Coordinator and clinical staff review all counseling materials to ensure that they are free from bias and stereotypes.
- While class selection is limited, interest surveys are conducted and results used in student transition planning.
- The Clinical Coordinator and clinical staff review all testing materials for evidence of bias and stereotyping.
- When necessary, the Clinical Coordinator or members of the clinical staff will reach out to the member districts or private contractors who speak the necessary language when performing testing for LEP students.
- Clinical staff work with teachers to include biographical readings about men and women, minorities, and handicapped persons in careers in which they are traditionally underrepresented.

TITLE: Supervision of Students

POLICY: It is the policy of Shore Educational Collaborative to maintain an organizational structure that provides for the effective and efficient operation of the school, supervision of school staff and supervision of students. **The school staff shall at all times provide appropriate supervision of students while they are engaged in any school related activities on or off school grounds.**

All staff shall be properly licensed for their positions and shall be supervised by appropriate administrative staff. The Collaborative shall regularly provide professional development opportunities for staff on a variety of topics germane to their areas of professional responsibility.

TITLE: Participation in state and district-wide assessments

POLICY: Shore requires all students to participate in the Massachusetts Comprehensive Assessment Program as set forth in their IEP's. The student's IEP determines whether the student will participate in the regular (on-demand testing) MCAS with or without standard or non-standard accommodations or in the Portfolio Assessment (MCAS Alternate Assessment.)

Administration of all MCAS testing conforms to State regulations and procedures. Shore Administrators and teachers regularly (at least annually) attend MCAS Trainings and receive all advisories related to administering assessments. New teachers are specifically mentored in this area, particularly as it relates to MCAS Alternate Assessments.

Shore also ensures that properly identified ELL students participate in WIDA ACCESS testing.

Shore will work with sending public school districts that may require their eligible students to participate in other, district-mandated assessments.

Shore Educational Collaborative 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.

TITLE: **TRANSITION PLANNING**

POLICY: As part of students' IEP TEAMS, Shore will actively assist students, ages 14 to graduation or age 22, to develop visions for their futures. Teachers, related service providers and others identified by students, will provide targeted transition services and supports to assist students in developing skills and linkages to community resources that are necessary for success in their post-graduate lives.

PROCEDURE:

Beginning no later than the first IEP developed when the eligible student is 14, Shore staff will begin providing and documenting transition services. Annually thereafter, the transition plan will be reviewed and updated in accordance with the student's vision of the future.

Transition planning will include:

- Full discussion and development of the student's vision statement
- A results-oriented plan, focused on improving academic and functional achievement for life after high school;
- A strength-based plan that includes the student's interests and preferences;
- Instruction, related service provision, community integration, developing employment, independent living, and/or post secondary academic or vocational education.
- Collaboration with other state agencies, employers, resources that will support the student to achieve his/her vision.

TITLE: Transportation of Students

POLICY: Shore does not provide transportation to its students. In special circumstances Shore staff who have undergone the appropriate record checks and have authorization from the Executive Director may drive students in program vehicles with parent consents (e.g. field trips, sports). Nonetheless, Shore staff will endeavor to ensure that students safely embark and disembark from vehicles when riding to and from school.

PROCEDURE:

1. Shore works with referring districts to arrange transportation to and from its programs.
2. Shore works with drivers and monitors directly to assist in difficult transportation problems with students as well as communicating regularly with transportation supervisors and district staff.
3. Cabs and/or vans transporting students may drop off and pick up within 15 minutes of the designated school start and stop time.
4. Cabs/vans are not to let students depart from the vehicle until there is a staff member there to greet the students. Also, students should ONLY be dropped off and picked up in the designated area.
5. Students should wear their seat belts at all times. Wheelchairs should be locked before the vehicle moves.
6. Students should not stand on lifts; only wheelchairs should be lifted with electronic lifts.
7. Students should not be allowed to board the vehicle if it is suspected that the driver is under the influence of drugs or alcohol, or there are not enough seatbelts for all students.
8. At the discretion of the staff, students exhibiting unsafe behavior should not board a vehicle. They should be returned to the school and parents will be called to provide transportation.
9. Any unsafe situations or accidents that are observed by Shore staff should be reported to their administrators who are responsible for communicating with all involved parties.

TITLE: IEP IMPLEMENTATION AND AVAILABILITY

PROCEDURE:

- The designated Special Education IEP Liaison is responsible for oversight and maintenance of student records related to IEP implementation and availability.

- Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the collaborative provides the mutually agreed upon services without delay. The Shore Educational Collaborative IEP Team works with the student's sending district and parent to resolve rejected portions of the IEP.

- At the beginning of each school year, the collaborative has a current IEP for each enrolled Massachusetts student that has been issued by the responsible public school district and consented to and dated by the student's parent(s) (or the student, when applicable).

- Upon entry to a Shore Educational Collaborative program or receipt of a newly signed IEP or amendment, the IEP Liaison informs each teacher and provider described in the IEP or amendment of their specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it. Implementation is regularly monitored by Program Directors.

- Shore Collaborative utilizes the EdPlan program that provides teachers and service providers with ready access to assigned student's IEP related documents. Staff assigned to student caseloads can access other relevant documentation or determine the status of in-process items by contacting the Special Education IEP Liaison.

- The Shore Educational Collaborative does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs the responsible sending school district and parents in writing of any delayed services, reasons for delay, actions that the collaborative is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the responsible school district and parents, the collaborative implements alternative methods immediately until the lack of space or personnel issues are resolved.

- Program Directors are the designated staff responsible to monitor IEP implementation.

TITLE: **PROGRESS REPORTS AND CONTENT**

POLICY: Shore Educational Collaborative provides written progress reports to the parents/guardians of its students on a quarterly basis, so that they are as frequent or more frequent than non-disabled students' in our member districts.

PROCEDURE:

- All students in Shore programs/grades receive quarterly progress reports.
- Narrative progress reports indicate progress toward IEP goals, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the IEP period.
- Progress reports are forwarded to the parents and school district of each student. The sending dates are listed on our Progress Report Cover Sheet.
- Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, Shore Educational Collaborative provides the student with a summary of their academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.
- At every Team meeting for students aged 14 and above – particularly those held immediately prior to the student's exit from Shore – transition planning, including recommendations for assisting the student in achieving his/her post-secondary goals, occurs.
- As each student graduates or ages out from Shore Educational Collaborative programs, they are given a written summary of their academic achievement and functional skills.
- Copies of progress reports are maintained in student records, including documentation of persons or agencies receiving such reports.

TITLE: **LESS RESTRICTIVE PLACEMENTS**

POLICY: It is the policy of Shore Educational Collaborative that each student shall return to his/her sending public school district as soon as the Team for that student determines that such a move is (a) in the best interest of the student and that (b) the district has a less restrictive placement with the proper supports in place for that student.

PROCEDURE:

The Team is defined as the student's IEP Team and should include the student (when appropriate), his/her parents/guardians, a representative of the sending school district, and a representative of Shore Educational Collaborative. It may also include others who have direct involvement with the student (teachers, therapists, representatives of outside agencies, etc.).

Shore staff work with the Team and the school district to which the student is returning to determine the type of strategies that would be most beneficial in making an effective and successful return to a less restrictive setting.

Finally, Shore will adhere to all documentation requirements with respect to amending the students' IEPS.

SHORE POLICIES AND PROCEDURES: STUDENT SERVICES DIVISION

TITLE: **TERMINATIONS**

POLICY: It is the policy to Shore Educational Collaborative not to terminate the enrollment of any student, even in the case of emergency circumstances, until the sending school district has been notified and has assumed responsibility for the student. At the request of the sending school district, Shore Educational Collaborative shall delay the termination of the student for a period of up to two calendar weeks to allow the public school district to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from his/her Shore program. With the mutual agreement of Shore Educational Collaborative and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

a) Planned Terminations: The program shall notify the public school district of the need for an IEP review meeting and provide notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

b) Emergency Terminations: In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education through electronic submission of an Incident Report.

Procedures for Processing Planned and Emergency Terminations

A) Planned Terminations:

- The sending district will be notified of the need for an IEP review meeting to discuss termination of the school placement and a meeting date, time and location is established.
- The meeting notice is sent to the parent/guardian, student (if applicable, age 14 and over), and any agency involved in the student's care or placement, ten (10) days in advance of the intended date of the meeting.
- The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.
- The program shall not terminate the enrollment of any student until the enrolling public school district is informed and assumes responsibility for the student.

B) Emergency Terminations: In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.

- The program shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student.
- Verbal notification (phone communication) is provided to the parent and sending district of a request for an emergency termination meeting. Shore and the sending district Special Education Administrator collaborate to identify an interim plan.
- Shore Collaborative provides the parent and sending district with written documentation that verbal notification has been provided and a meeting date has been set. (see sample Emergency Termination notification)
- A Shore Collaborative Program Director or Director of Educational Services completes a Form 2 and uploads in CHAMP.
- The termination meeting is held and the discharge date (a minimum of 10 days after the meeting date or sooner if parent or district requests earlier date) is identified.
- A written meeting summary is sent to the parent and sending district.
- At the request of the public school district, the program shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the program.
- With the mutual agreement of the program and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Individuals responsible for providing notifications, and filing a Form 2 (Program Incident Report) in CHAMP are Program Directors. Staff who are primarily involved in any of these situations are also required to complete the Shore Incident Report Form and attach the form and contribute any additional narratives to the DESE Form 2.

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
Larainne Wilson, Director of Therapeutic Services

Directions for CHAMP Form 2 Submission

1. Access the Reporting Portal using the authorized Shore account.
2. Locate the Forms tab in the navigation bar and click Submit an Incident Report.
3. Complete the Administrative and Student Info
    - Reporter Details: The system will automatically insert the name based the account log in.
    - Program & Threshold: Select the sub-program where the event occurred and confirm the event severity.
    - Student Profile: Link the incident directly to the specific student's record.
4. Draft the Event Details (Page 1 & 2)
    - Stick to Facts: Describe exactly what occurred, what led up to the event, and any immediate interventions used.
    - Neutral Tone: Use objective language. Avoid speculation or personal opinions.
    - Timestamps: Input the exact time the event occurred and the time the report is drafted.
    - Witnesses: Log statements or quotes from any staff or peers who witnessed the incident.
5. Document Immediate Follow-Up Actions: Detail the subsequent mitigation steps taken by the team, including:
    - Which supervisors or internal stakeholders were alerted.
    - Outside entities notified (e.g., parents, emergency services, DCF caseworkers).
    - Corrective safety measures put in place right after the event.
6. Submit and Archive
    - Review fields marked with a red star to ensure all mandatory data is filled.
    - Click Submit to route the form directly to the Office of Approved Special Education Schools (OASES) / DESE.
    - Click Save my response on the confirmation page to download a receipt for the program's physical records.
    - Monitor to verify the report has been received and approved by DESE

*All written summaries must be submitted through the CHAMP Web-Based Management System and distributed by no longer than 2 working days from the date of incident.

Shore
Educational Collaborative

Henry Owen School
100 Revere Beach Parkway, Chelsea, MA 02150
617-887-2930
www.shorecollaborative.org

Sent via: Secure Email
Date: [insert date]

To: [Parent/Guardian Name(s)]
[Parent/Guardian Address]

CC: [Name of Special Education Director], [Name of Sending District]

RE: Written Confirmation of Emergency Termination of Placement and Scheduled Meeting

Student Name: [Student First and Last Name]
Date of Birth: MM/DD/YYYY

Dear [Parent/Guardian Name(s)] and [LEA Special Education Director],

This letter serves as formal written notification that Shore Educational Collaborative is executing an emergency termination of [Student Name]'s placement at the Shore Educational Collaborative pursuant to Massachusetts Special Education Regulations 603 CMR 28.09(12)(b) and 603 CMR 18.05(7)(d).

This notification confirms the verbal phone communications made on [Date of Notification], during which the Collaborative directly notified both the Parent/Guardian and the sending district of the immediate safety emergency and the necessity of this termination.

As detailed during our verbal communications, the student's continued presence in the program poses an immediate, clear and present threat to the health and safety of themselves or others, as demonstrated by the following incident:

> [Date of incident]
> [Briefly note safety interventions and immediate steps provided to the student that failed to de-escalate, e.g., restraint, clinical override, timeout, physical environmental adjustments].
> [Insert a 1–2 sentence objective, factual description of the behavior that created the immediate physical safety danger].

Pursuant to 603 CMR 28.09(12)(b), Shore Educational Collaborative will provide the sending public school district up to two (2) calendar weeks to coordinate an orderly transfer of responsibility and alternative placement. To satisfy this requirement and ensure continuity, a meeting has already been successfully scheduled:

> [Insert meeting date]
> [Insert Time]
> [Insert Virtual Link or Physical Room Location]

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The Shore Educational Collaborative will participate in this meeting alongside the Parent/Guardian and the Sending District Team to review the diagnostic data, finalize the termination of placement, and assist the sending district in identifying or transitioning the student to an appropriate alternative educational setting.

To ensure that a Free Appropriate Public Education (FAPE) is maintained during this transitional window, the Collaborative and the Sending District have agreed upon the following interim service delivery plan:

[insert proposed plan]

We appreciate the immediate responsiveness of both the family and the district administration in response to our verbal notifications and securing a meeting date so quickly. If you have any immediate need to adjust this meeting date, please contact: [Insert Shore contact information]

Sincerely,

[Signature]

[Printed Name]
Director of Educational Services
Shore Educational Collaborative

TITLE: 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 emphasize proactive, positive, and trauma-responsive approaches to student behavior, that includes measures for positive responses to appropriate behavior. By identifying the right combination of strategies, supports, and positive school connections, 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. * 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 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.

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!

TITLE: SUSPENSION AND WRITTEN NOTIFICATIONS POLICY

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.

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; including oral and written notice regarding suspension and hearing; to students, parents/guardians, school districts; 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. 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.

PROCEDURES:

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, are violations of civil rights;
    - Hazing
    - 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
    - Short-term 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 the number and duration of suspensions will be logged in the Shore database (SchoolBrains) 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, or disability.

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 an 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/Director 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**, cumulatively or consecutively in a school year, then the next day of in-school suspension must now be treated as a long-term suspension requiring the process for long term suspensions.

I. During in-school suspensions, the student must be able to make progress in school, 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 and 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. 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. If a 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.
F. The hearing, along with written notice prior to the hearing, is provided, although 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. Parent and student have the right to interpreter services at the hearing.
G. 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.

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/Directors should document all attempts and actual contacts to parents as evidence of reasonable attempts.

D. The hearing consists of:
   f. Discussion of the disciplinary offense, basis for the charge, and any other pertinent information;
   g. Opportunity for student to offer information, including mitigating facts for the Coordinator's consideration;
   h. Opportunity for parents to offer information, including mitigating facts for the Coordinator's consideration;

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

F. Written notice in English and home language will follow 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 before it takes effect 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, 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.

V. Long Term Suspensions - (>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:
    i. a manifestation of the student's disability;
        1. The Team will consider was the conduct in question caused by, or had a direct and substantial relationship to the child's disability?
        2. The Team will determine if the conduct in question was the direct result of the school's failure to implement the IEP?
    ii. to consider modification of the IEP so that educational and therapeutic services better meet the student's needs;
    iii. requiring referrals to a higher, more intensive level of care or intervention (as an interim alternative educational setting or an alternative placement);
    iv. requiring a functional behavioral assessment and/or a change in the behavior plan or other interventions.

B. If the behavior is a manifestation of the student's disability;
    i. the Team completes a functional behavioral assessment and behavioral

intervention plan if it has not already done so.
   ii. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior.
   iii. Except when he or she has been placed in an interim alternative educational setting the student returns to the original placement unless the collaborative, parents and district agree otherwise, or a hearing officer orders a new placement.

C. If the behavior in question was determined to be the direct result of the failure to implement the IEP, the student is immediately returned to the original placement unless the parent, district and collaborative agree otherwise.
D. 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:
   i. Right to review the student's record and documents upon which the Coordinator will be relying;
   ii. Right to be represented by counsel or a lay person, at the student's/parent's expense;
   iii. Right to produce witnesses on own behalf;
   iv. Right to cross-examine witnesses presented by school district;
   v. Right to request hearing be recorded and to receive a copy of the recording; and other participants right to be informed;
   vi. Right to appeal the decision to the Executive Director.
E. The hearing is conducted the same way as short-term suspension but with additional rights as outlined above.
F. Based on the information, including mitigating circumstances, the Coordinator shall determine whether the student committed the disciplinary offense, and if so determine appropriate remedies or consequences. The Coordinator will always consider alternatives to long-term suspension.
G. Written notice in English and home language is given following the hearing to memorialize the meeting – i.e., written findings/outcome
H. Notice must contain:
   i. Key facts and conclusions;
   ii. Length and effective date of suspension, as well as any return to school;
   iii. Notice of opportunity to receive education services to make academic progress during removal;
   iv. 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.
G. If a 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.

H. If an appeal is made to the Executive Director, the process is as follows:
   i. Student has 5 calendar days to appeal with option to extend for an additional 7 days;
   ii. If the student's or parent's appeal is not timely, the executive director may deny the appeal, or allow the appeal at his/her discretion.
   iii. The Executive Director hears appeal within 3 school days, unless parent or student requests an extension of up to 7 calendar days;
   iv. The Executive Director shall make good faith effort to include parent in hearing, which means making an effort to find a day, time, and location that works for the parent;
   v. Send written notice of the date, time and location of hearing;
   vi. 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;

I. The student has the same rights as at a long-term suspension hearing before Coordinator (see section A above).

J. The Executive Director must issue a written decision within **5 calendar days** and may ***not*** impose a greater suspension than the Coordinator.

K. The Executive Director's decision is final.

V. Manifestation Determination Procedures

A. Suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement for a student with disabilities, which results in the need to convene a manifestation determination meeting.

B. Student suspension data is routinely monitored to support adjustment of programming to address student needs. Sending districts are promptly notified of all suspensions for students enrolled in Shore programs. Should a suspension be imminent that is likely to exceed 10 days of suspension, the sending district is immediately notified of the need to convene a manifestation determination meeting.

C. Shore Educational Collaborative works with the sending district to schedule and conduct this meeting prior to the suspension that constitutes a change of placement. This meeting includes Shore personnel, a representative from the sending school district, the parent/guardian, the student age 14 or older, and other relevant members of the Team, as determined by the collaborative, parent and the district, to review all relevant information to determine whether the behavior was

caused by or had a direct and substantial relationship to the disability or was the direct result of the failure to implement the IEP. Relevant information in the student's file includes the current IEP, any teacher observations, and any relevant information from the parents.

D. If collaborative, district personnel, the parent, and other relevant members of the Team determine the behavior in question was the direct result of the failure to implement the IEP, the student is immediately returned to the original placement unless the parent, district and collaborative agree otherwise.
E. If collaborative and district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting the student returns to the original placement unless the collaborative, parents and district agree otherwise, or the hearing officer orders a new placement.
F. If collaborative, district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with the collaborative policies and procedures and the student must be offered: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior so that it does not recur.
G. A copy of the summary from the Manifestation Determination meeting is maintained in the student's record.

VI. **School-Wide Education Service Plan**

A. Any student who is suspended long-term or expelled from school has an opportunity to receive education services during the period of removal so as to make academic progress during the period of removal. The services must be "based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c. 69, §§ 1D and 1F."2.
B. When a student is suspended long-term or expelled from a Shore program the sending district is promptly notified and Shore staff collaborate with the sending

district regarding student needs.

C. The following is a list of potential educational support services available to students who have been placed on long-term suspension or expelled from the school:

   - tutoring services provided by Shore, sending district, or contracted provider
   - web based instruction
   - other options that are components of the sending district's School-Wide Education Service Plan

D. Student/parent should indicate to the Program Director how the student wishes to access educational services during the expulsion or suspension period.
E. Student enrollment and progress will be monitored by the designated Program Director.

Shore Educational Collaborative
201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

NOTIFICATION OF EMERGENCY REMOVAL AND OUT-OF-SCHOOL SHORT TERM SUSPENSION

Dear (Parent/guardian):

Pursuant to M.G.L. c. 71, sect. 37H ¾, I am providing you with notice that your son/daughter has been suspended on_____due to_____. I have determined that the student would be suspended through an emergency removal from school. The emergency removal was determined to be necessary since his/her continued presence in school posed a danger to persons or property and materially and substantially disrupted the order of the classroom, and in my judgment, there was no alternative available to alleviate the disruption and possible danger.

The potential length of the student's suspension is for ten or fewer days. Please note that you will have the opportunity to participate in a hearing before the Coordinator to present relevant information concerning your child. The hearing will take place at date at location at time (within two days of suspension, unless an extension of time for the hearing is otherwise agreed to by the principal/program director, student and parent). Students and parents/guardians have the right to interpreter services. Students and parents/guardians have the right to appeal the outcome of this hearing to the executive director.

Please note that while your son/daughter is suspended from school, he/she shall have the opportunity to make-up school work in order to make academic progress, if he/she is able to do so.

This written notification is a follow-up to our verbal discussion/my voicemail message of date. If you do not wish to participate in a hearing, please let me know as soon as possible.

Thank you for your attention to this matter.

_____

Educational/Clinical Coordinator

– Must be in English and the primary language of the home

---For k-3 students, cc the Executive Director on this letter

M.G.L. C. 71, SECT. 37H ¾

201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

NOTIFICATION OF POSSIBLE OUT-OF-SCHOOL
SHORT TERM SUSPENSION

Dear (Parent/guardian):

Pursuant to M.G.L. c. 71, sect. 37H ¾, you are hereby notified that I am considering the short-term, out-of-school suspension of your son/daughter, _____ due to statement of the offense. This stems from the following event: Describe the facts, including date, time and location, on which the charge is based. The potential length of the suspension is ten or fewer days. Prior to my taking any action on this charge, your son/daughter and/or parent/guardian have the opportunity to participate in a hearing before me to present relevant information as to the charge and any mitigating circumstances; for consideration in determining appropriate remedies and/or consequences based upon available information including mitigating circumstance. The hearing will take place on date at location at time. Students and parents/guardians have the right to interpreter services. Students and parents/guardians have the right to appeal the outcome of the suspension hearing to the executive director.

This written notification is a follow-up to our oral discussion/my voicemail message of date. If you do not intend to participate in this hearing, or you require interpreter services, please let me know as soon as possible.

Sincerely,

_____

Educational/Clinical Coordinator

For k-3 students, cc the Executive Director on this letter
– Must be in English and the primary language of the home

DISTRICT:
STUDENT:

Shore Educational Collaborative
201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

NOTIFICATION OF POSSIBLE OUT-OF-SCHOOL
LONG TERM SUSPENSION

Dear (Parent/guardian):

Pursuant to M.G.L. c. 71, sect. 37H ¾, you are hereby notified that I am considering the long-term, out-of-school suspension of your son/daughter, _____ due to statement of the offense. This stems from the following event: Describe the facts, including date, time and location, on which the charge is based. The potential length of the suspension is over ten days. Prior to my taking any action on this charge, you and your son/daughter are entitled to participate in a hearing before me to present relevant information as to the charge and any mitigating circumstances; the hearing will take place on date at location at time. Students and parents/guardians have the right to interpreter services. At the hearing, you and/or your son/daughter have the right to be represented by counsel or a lay person of your choice (at your own expense), the right to produce witnesses[1] on behalf of your son/daughter and for your son/daughter to give his/her explanation of the incident, the right to cross-examine the district's witnesses, and the right to have the hearing recorded by audio recording. You have the right to a copy of the audio recording upon request.

Prior to the hearing, you have the right to review your son/daughter's student records, as well as the records of the incident; please make an appointment ahead of time to review these documents. If I determine at the hearing that your son/daughter should be suspended for longer than 10 school days, you will have the right to appeal my determination to the Executive Director.

This written notification is a follow-up to our oral discussion/my voicemail message of date. If you do not intend to participate in this hearing, or you require interpreter services, please let me know as soon as possible.

Sincerely,

_____

Educational or Clinical Coordinator

DISTRICT:
STUDENT:

[1] *You may not call a student as a witness unless I have a letter signed by the student's parent/guardian giving the student permission to be present at the hearing.*

Shore Educational Collaborative
201 Crescent Ave, Chelsea, MA 02150
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www.shorecollaborative.org

WRITTEN NOTICE OF IN-SCHOOL SUSPENSION (ISS)

Dear (Parent/Guardian):

On (date/time), your son/daughter, _Student's Name_, committed the following disciplinary offence:_____. I provided Student's Name with an opportunity to dispute the charges and explain the circumstances of the incident; however, I have determined that Student's Name will serve an in-house suspension for_____days (ten or fewer). _Student's Name_ will have the opportunity to complete school assignments and make academic progress while serving his/her in-house suspension.

I would also like to invite you to come in for a meeting to discuss Student's Name 's academic performance, behavior, engagement in school, and possible future responses to this type of behavior. I am available for such a meeting on _date (as close to day of ISS assignment as possible)_at time at location_.

This written notification is a follow-up to our oral discussion/my voicemail message of date.

Sincerely,

_____

Educational/Clinical Coordinator

DISTRICT:
STUDENT:

Must be in English and the primary language of the home

Letter must be delivered on the day in-school suspension is assigned in person, if the parent comes to Shore to pick up the student, or delivered via certified mail, first-class mail, or email

201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

WRITTEN DETERMINATION OF OUT-OF-SCHOOL, SHORT-TERM SUSPENSION AFTER HEARING

Dear (Parent/guardian):

As you know, pursuant to M.G.L. c. 71, sect. 37H ¾, I held a hearing to consider the possible short-term, out-of-school suspension of your son/daughter, _____ due to statement of the offense. Thank you for attending the hearing/I am sorry that you could not attend the hearing on date at location at time. After conducting the hearing, I have determined that your son/daughter should be suspended out-of-school for a period of ten or fewer days. This suspension stems from the following event(s): Describe the facts, including date, time and location, on which the charge is based. While I considered your son's/daughter's explanation for the incident, I have nonetheless determined that a suspension is appropriate because of the following factors: _____

This written notification is a follow-up to our oral discussion/my voicemail message of date. While your son/daughter is suspended, s/he shall have the opportunity to make-up school work in order to make academic progress.

Sincerely,

_____

Educational/Clinical Coordinator

DISTRICT:
STUDENT:

For k-3 students, cc the Executive Director on this letter

– Must be in English and the primary language of the home

201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

**WRITTEN NOTICE OF OUT-OF-SCHOOL,
LONG TERM, SUSPENSION AFTER HEARING**

Dear (Parent/guardian):

As you know, pursuant to M.G.L. c. 71, sect. 37H ¾, I held a hearing to consider the possible long-term, out-of-school suspension of your son/daughter, _____ due to statement of the offense. Thank you for attending the hearing/I am sorry that you could not attend the hearing on date at location at time. The following people were in attendance at the hearing: _____. **[The following may or may not be true, so only insert what actually did occur at the hearing:** At the hearing, you and/or your son/daughter were represented by counsel or a lay person of your choice (at your own expense), you called a witness, you called number of witnesses on behalf of your son/daughter and your son/daughter gave me his/her explanation of the incident/did not testify at your direction or the direction of your attorney/lay advocate, you asked questions of the district's witness, _____, and the hearing was recorded at your request.] You have the right to a copy of the audio recording upon request.

After conducting the hearing, I have determined that your son/daughter should be suspended out-of-school for a period of_____days. S/he will be able to return to school on date. This suspension stems from the following event(s): Describe the facts, including date, time and location, on which the charge is based. While I considered your son's/daughter's explanation for the incident, as well as the other evidence before me, I have nonetheless determined that a suspension is appropriate because of the following factors: **you must provide key facts and conclusions reached.** This written notification is a follow-up to our oral discussion/my voicemail message of date.

While_____is suspended, s/he will have the opportunity to make up school work as needed to make academic progress and to receive educational services, as described in the enclosed list of alternative educational services available.*

201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

You have the right to appeal my decision to the Executive Director of Shore. You must file a **written** notice of appeal with the Executive Director within five (5) calendar days of the effective date of the suspension. If an appeal is not timely, the executive director may deny the appeal, or allow the appeal at his/her discretion. The Executive Director shall hold the hearing within three (3) school days of receipt of the appeal by her office. At the appeal hearing before the Executive Director, you and/or your son/daughter have the right to be represented by counsel or a lay person of your choice (at your own expense), the right to produce witnesses on behalf of your son/daughter and for your son/daughter to give his/her explanation of the incident, the right to cross-examine the district's witnesses, and the right to have the hearing recorded by audio recording. You have the right to a copy of the audio recording of the appeal hearing upon request. Your son/daughter's suspension will remain in effect pending the Executive Director's appeal.

Sincerely,

_____

Educational/Clinical Coordinator

DISTRICT:
STUDENT:

- For k-3 students, cc the Executive Director on this letter
- Include list of alternative educational services available, pursuant to School-Wide Education Service Plan, with mailing.
- Must be in English and the primary language of the home

Shore Educational Collaborative
201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

WRITTEN NOTICE, FOLLOWING APPEAL, OF LONG TERM, OUT-OF-SCHOOL SUSPENSION

Dear (Parent/guardian):

As you know, pursuant to M.G.L. c. 71, sect. 37H ¾, I held an appeal hearing to consider whether the long-term, out-of-school suspension of your son/daughter,___ imposed by the Coordinator___of the_ _____Program should be upheld or overturned. The suspension was imposed as a result of an alleged statement of the offense committed by your son/daughter. Thank you for attending the appeal hearing on date at location at time.

The following people were in attendance at the appeal hearing [List]:

[Only insert what actually did occur at the hearing, e.g.: At the hearing, you and/or your son/daughter were represented by counsel or a lay person of your choice (at your own expense), you called a witness, you called number of witnesses on behalf of your son/daughter and your son/daughter gave me his/her explanation of the incident/did not testify at your direction or the direction of your attorney/lay advocate, you right cross- examined the district's witnesses,__, and the hearing was recorded at your request.] You have the right to a copy of the audio recording upon request.

After conducting the appeal hearing, I have determined that the long-term suspension of your son/daughter for___days should be upheld/overturned. The suspension stemmed from the following event(s): Describe the facts, including date, time and location, on which the charge is based I considered your son's/daughter's explanation for the incident, as well as the other evidence before me. As a result, I have determined that the suspension is appropriate because of the following factors: **you must provide key facts and conclusions reached.** This written notification is a follow-up to our oral discussion/my voicemail message of date.

Sincerely,

_____

Executive Director

DISTRICT:
STUDENT:

- Must be in English and the primary language of the home

SECTION 4

SHORE COLLABORATIVE

STUDENT HANDBOOK

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.

Cathy MacNeil
Director of Educational Services
(617) 370-6229
cmacneil@shorecollaborative.org

Kristin Shaver
Executive Director
(857) 776-6872
kshaver@shorecollaborative.org

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.

SECTION 5

HEALTH CARE POLICIES

HEALTH CARE MANUAL

Shore staff strive to ensure that its facilities and programs are first and foremost, healthy and safe ones for all students and staff. To that end, Shore employs a licensed registered nurse, who is certified as a School Nurse by the DESE, as its Lead Nurse for all of the Student Services Division. The Lead Nurse and/or the Physician Consultant will develop, review, revise and ensure the implementation of all health care policies. In addition the Lead Nurse and other Nurses, as designated, will be responsible for training staff on health and safety policies and procedures. The Health Care manual will be made easily available, in electronic and hard copies, to all staff, families, and other interested persons. Shore nurses will ensure that staff who "need to know" will be informed of and trained in individual student's health conditions and protocols, such as allergies, seizure disorders, medications and side effects, etc.

With consents from parents and current doctors' orders, nurses will provide treatments, g/j-tube feedings, and administer medications to students while at school when needed and in accordance with Shore policies. Nurses generally see all students who appear ill or have injuries and will make the decision if they meet the criteria for dismissal due to illness. When possible, nurses will provide necessary care and supervision to students if or until parents are available to pick them up should illnesses or injuries occur while at school.

These policies are to be used as a guide to health care best practices in an educational collaborative. They do not include all legal and regulatory requirements and are not intended to supersede laws or regulations. Where there are inconsistencies or further requirements specified in legal or regulatory requirements, these should be followed.

TITLE: Physician Consultant

POLICY: Shore will have a licensed physician available for consultation.

PROCEDURE:

Shore will either hire or affiliate with a licensed physician who will be available the lead nurse, clinical coordinator, educational coordinator or other administrator, as needed, to consult to the Student Services' Division.

Consultation will be around health care policy development or implementation; public health issues (such as infectious diseases, immunizations, etc); delegation of nursing duties if applicable. Consultation will not generally be for specific student health concerns or status.

TITLE: **PREVENTATIVE HEALTH CARE & WITHHOLDING ACUTE MEDICAL TREATMENT BASED ON RELIGIOUS BELIEFS**

POLICY: 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.

PROCEDURE:

1. 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.
2. Parents should submit reports of physical and dental exams as they occur, and/or at the beginning of each new school year.
3. 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.
4. Annual physicals and dentals will be part of the student's health care record.
5. Shore provides screenings as required by law:
    a. visual (yearly),
    b. hearing (yearly),
    c. postural (for students in grades 5 through 9).
    d. Body Mass Index (BMI)
    e. SBIRT
6. 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.
7. 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.
8. 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.

TITLE: Emergency First Aid and Medical Treatment

POLICY: Shore will maintain the expertise, supplies, and equipment to provide emergency first aid and medical treatment should the need arise.

PROCEDURE:

1. Shore will train and certify all staff in first aid and CPR.
2. Shore will maintain all necessary first aid supplies, including an AED, in order to respond quickly and appropriately to a student, family member, employee, or guest that requires emergency first aid or treatment.
3. Shore will post emergency numbers will be prominently posted throughout the school.
4. 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:
    a. Text/call the Student Services Administrative Assistant to send out an emergency notification to building administrators and nurses. Staff should indicate when this is a potentially life-threatening emergency (or not) and the closest egress to the student.
    b. The Administrative Assistant will print Shore's Health Information sheet (custom report located in School Brains) and give to the Nurse or Clinician who is handling the medical situation.
    c. 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.
    d. 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.
    e. In cases where parents need transportation assistance to the hospital from their homes or from Shore, arrangements can be made through the Admin. Assistant to pay for transportation.

TITLE: Criteria for Dismissal from School for Reasons of Illness

POLICY: 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 may send a student home from school if, in her judgment, the child appears to have symptoms consistent with a contagious illness/disease.

PROCEDURE:

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 99º 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: chicken pox, 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 99.6º or above (taken orally), or 100.6º 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

TITLE: Universal Precautions

POLICY: All Shore Staff will be trained and retrained in Universal Precautions and expected to utilize these while performing any work duties that require that these precautions be taken.

GENERAL GUIDELINES:

- Universal Precautions are work practice controls to protect the employee from the spread of bloodborne pathogens.
- Staff will wear gloves when touching blood, semen, vaginal secretions, or body fluids containing visible blood, when working with students, or handling items or surfaces soiled with blood or those fluids. Gloves will be disposed of in plastic lined containers.
- Hand washing is necessary immediately and thoroughly if hands or other skin surfaces become contaminated with blood, semen, vaginal secretions, or body fluids containing visible blood. Staff will wash hands immediately after removing gloves.
- All body fluids as well as instruments, environmental surfaces, materials, etc., with potential to be contaminated with blood or other infectious materials shall be treated as if they are infected. Examples are used bandages, sanitary napkins, used paper towels, garbage, toilets, linens.

The Center for Disease Control recommends that non-sterile gloves, be worn:

- When handling any items as laundry, dressing, clothing or surfaces that are contaminated with blood, semen or vaginal secretions.
- When employees have sore, cuts, or severe rashes on their hands.
- When cleaning spills of blood, body fluids, containing visible blood, semen or vaginal secretions
- The contaminated surface should be disinfected with a solution of bleach 1:10 (one part bleach to 10 parts of water) two times.
- Pour the solution around the contaminated area and in the center. Wipe with paper towels starting from the perimeter and working toward the center. Dispose of all waste in double plastic bags.
- Bins, pails and cans shall be decontaminated on a regular basis and whenever they are contaminated with blood or other potentially infectious materials.

TITLE: PROTECTION FROM EXPOSURE TO TOXIC SUBSTANCES, SHARPS, ALLERGENS, OTHER HARMFUL SUBSTANCES

POLICY: 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.

PROCEDURES:

1. Shore will comply with all OSHA and other regulatory agency requirements with regard to cleaning products that are used and kept at its facilities. Products will be clearly labeled with contents and antidote if necessary. Poison center phone numbers will be prominently displayed near areas where cleaning supplies and other substances are kept.

2. Shore will provide locked cabinets to store medications and medical supplies, and separate locked closets/cabinets to store cleaning supplies, sharp objects (when these may present a risk to students), and any other toxic substances.

3. 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.

TITLE: FOOD AND NUTRITION

POLICY: 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. Regardless of students' abilities to pay, Shore will provide all children with school meals.

PROCEDURE:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

TITLE: TRANSFERRING & POSITIONING STUDENTS WHO REQUIRE ASSISTANCE

POLICY: Shore Educational Collaborative is committed to ensuring the safety and well being of not only the students but also the classroom staff. Non-ambulatory students as well as those with decreased ambulation will be transferred and positioned in accordance with the following procedures.

PROCEDURES:

1. Within the first month of each academic year and periodically throughout the year the physical therapists will determine the number of people needed to safely transfer students from wheelchairs to other classroom equipment. Determination may also be made that either a mechanical lift or sliding board may be the method of transfer posing the least risk to student and staff.

2. This determination will include but not be limited to the following objective criteria:
    a. student's weight,
    b. type and degree of tone present,
    c. the student's ability to assist in the transfer.
    d. other observations by the physical therapist may be part of his/her assessment process.

3. This information will be documented in written format and distributed by the Lead Therapist to the student's Shore team, including the Educational Coordinator, Lead Nurse, Program Nurses, and Classroom Teachers and Paraprofessionals.

4. At least one yearly training session for classroom teachers and paraprofessionals will be conducted. This will provide hands-on techniques indicative of best practices in the area of transferring students to and from wheelchairs and other classroom equipment.

5. When new students are enrolled or new staff is hired, the physical therapists will follow the above stated procedure as it relates to determining number of people needed to safely transfer the student. The physical therapy department will be responsible for providing ongoing formal and informal assessment of transferring skills.

6. The Lead Therapist will coordinate initial and subsequent trainings, development of written documentation and ascertain that new students are properly evaluated.

7. The Physical Therapists, Nursing Staff and Educational Coordinator will have the responsibility of ensuring that these procedures are adhered to.

TITLE: **PERSONAL CARE - TOILETING**

POLICY: All students who require instruction, care or assistance, at any level, to complete personal care activities will be provided with this assistance in a professional and respectful manner.

PROCEDURE:

1. As required to meet personal care needs, each student will have an individualized training, assistance or changing program. This plan should be aligned with parents' wishes, IEP goals, nursing or therapist recommendations, and students emotional and physical abilities and needs.

2. Students' privacy and dignity should be of the utmost importance. For examples, privacy screens will be used when changing diapers or clothing after students are incontinent. Assistance to fasten or unfasten clothing should be provided privately, i.e. not in front of peers/others.

3. Students will bring in extra clothing and Shore will maintain a supply of clean, appropriate clothing in case changes are required.

4. Soiled clothing and diapers will be stored or disposed of in closed containers. Depending on the preference of the family and situation, clothes will either be sent home with students or laundered at Shore, and diaper containers disposed of at the end of every school day.

5. All mat tables, changing tables, any surfaces in which children are changed or have been incontinent must be cleaned and disinfected after each use. Nursing will advise staff on individual Shore will ensure that classrooms and personnel have the supplies necessary to conduct personal care activities in an individualized, sanitary and dignified manner.

TITLE: ADMINISTRATION OF MEDICATION

POLICY: 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.

PROCEDURE:

1. 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 the following procedures.

2. For students on long term/ongoing medications, the school nurse will ensure at the beginning of every, new school year that medication orders are in place and that parental consent is provided to administer medications to the child.

3. There must be a current medication order from a licensed prescriber, renewed as needed, on file. A telephone order may only be received by the Program Nurse. Verbal orders must be followed by written orders within (3) school days. Orders must be consistent with standard medical practices, containing:
    a. Student's name
    b. Name and signature of prescriber
    c. Name, route, and dosage of medication
    d. Frequency and time of administration
    e. Date of the order & Discontinuation date
    f. Diagnosis and Condition for which the medication is being prescribed (unless this violates the confidentiality of student/parent's wishes)
    g. Specific directions for administration

4. Whenever possible, the nurse should also obtain information such as:
    a. Side effects of medication;
    b. contraindications and adverse reactions to be observed;
    c. other medications the child is taking when not in school;
    d. the date of the next medical appointment

5. 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.

6. In all cases: long term/ongoing or short term medication administration, parental authorization must be obtained and include:
    a. Parent's/Guardian's printed name, signature, and emergency phone number;
    b. List of all medications the child is receiving (unless confidentiality

concerns preclude this);
   c. Approval to have the nurse administer the medications as directed;
   d. Person(s) to be notified in case of an emergency in addition to the parent and contact information for all.

7. Shore nurses will develop a medication administration plan, which in most cases, should be included in the student's IEP. This plan will consider all of the information above with regard to the specific medications to be administered as well as the following additional information:
   a. child's diagnosis;
   b. any known allergies to food or medications;
   c. designation of unlicensed school personnel who may administer the medication to the student under special circumstances (i.e. a field trip away from school);
   d. where and when the medication will be administered;
   e. a plan for educating others' on the student's team about signs and symptoms of medication efficacy as well as side effects or adverse effects;
   f. assessment and plan, if appropriate, to teach self-administration
   g.
   h. 8. Over the counter medications, Tylenol, Motrin, cough drops, throat lozenges, or antacid tablets require a signed parental/guardian consent form. Any other over the counter medications must have both a signed parental permission and a current standing doctor's authorization to be given at school.

8. 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.

TITLE: MEDICATION DOCUMENTATION
(INCLUDING REPORTING MEDICATION ERRORS)

PROCEDURE:

1. Medication administration will be documented for each student in a daily log and include:
    a. dose or amount of med given
    b. date and time of administration
    c. date and time of omission, if applicable and reason for omission
    d. signature of administering nurse

2. Nurses will document any significant observations that may be related to the medication's effectiveness, or adverse reactions or side effects, as well as actions taken, i.e. call to parent or physician.

3. All documentation will be done in ink and shall not be altered.
4. Medication logs will be considered part of the student's cumulative health record. Parents have the right, however, to regard these records as confidential and object to their placement in their child's health record. In these cases, records will be kept confidentially and separately.

5. Medication errors are considered failures to administer as follows:
    a. within appropriate time frames
    b. in the correct dosage
    c. to the correct student
    d. in accordance with accepted practice

6. In the event of a medication error, the nurse or lead nurse will immediately notify the parent to inform him/her of the error and depending on the nature of the error, s/he will also notify the physician. If the physician recommends any course of action, this will be taken and documented.

7. Medication errors will be documented on a "School Health Medication Error Report Form" and retained in the files of Shore's lead nurse. These records will be made available to DPH upon request. In addition, serious illnesses/effects (those requiring subsequent medical care) caused by a medication error, must be reported to DPH.

8. The lead nurse, along with Shore administrator(s) will review the records of medication errors and take appropriate actions to correct/reduce these occurrences.

9. Any suspected tampering or diversion of medication should be documented and reported immediately to DPH.

TITLE: MEDICATION HANDLING, STORAGE, AND DISPOSAL

PROCEDURE:

1. 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.

2. Medications must be in a pharmacy labeled container.

3. The school nurse receiving medications should ensure:
    a. original, correct label
    b. meds are current, not expired
    c. count and document quantity of meds

4. Medications will be stored in a locked cabinet or refrigerator, based on storage instructions, with access possible only by program nurses and up to (2) back-up designees.

5. Parents may retrieve the medications at any time.

6. Only up to a 30 day supply of medications are to be stored at the school

7. 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.

TITLE: ADMINISTRATION OF ANTIPSYCHOTIC MEDICATION

POLICY: 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.

PROCEDURE:

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.

TITLE: SMOKING PROHIBITED

POLICY: The use of all tobacco products and electronic smoking devices are prohibited in school facilities and on school grounds, buses, or in personal vehicles, by any individual.

PROCEDURE:

1. Shore will prominently post "No Smoking" signs in its facilities and on its grounds.

2. Anyone who violates this policy will be subject to disciplinary procedures (if these individuals are students or employees) and/or legal consequences.

3. Shore may banish drivers, guests, vendors or any others who violate this policy after a warning has been issued.

SECTION 6

EMERGENCY PROCEDURES



Shore Educational Collaborative

Emergency Procedures Manual

Shore Educational Collaborative Emergency Procedures
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OUTSIDE AGENCY Emergency Call Numbers

CHELSEA POLICE DEPARTMENT – 911

Alternative Emergency: 617-466-4855

CHELSEA FIRE DEPARTMENT – 911

Alternative Emergency: 617-466-4600

MASSACHUSETTS STATE POLICE: 978-538-6060

CHELSEA EMERGENCY MANAGEMENT 617-466-4660

CHELSEA ANIMAL CONTROL: 617-466-4855

CHELSEA DEPT OF PUBLIC HEALTH: 617-466-4080

LOCAL HOSPITAL- WHIDDEN 617-389-6270

BUS COMPANY - MBTA 617-222-1212

ELECTRIC COMPANY – NSTAR 800-340-9822

GAS COMPANY – National Grid 617 469-2300

CHELSEA WATER DISTRICT – City of Chelsea Public Works Dept.

Ph: 617-466-4310
Ph: 617-466-4240

Agency Administrators
Emergency Telephone Numbers

Administrators:

Kristin Shaver, Executive Director
Office: 857-776-6872 Cell: 781-853-1614
Work email: kshaver@shorecollaborative.org

Natalie Pena, Director of Finance
Office: 857-776-6855 Cell: 978-304-2728
Work email: npena@shorecollaborative.org

Amaber De Los Santos, H.R. Adminstrator
Office: 857-776-6853 Cell: 857-352-1313
Work email: adelossantos@shorecollaborative.org

Kate Dufort, Director of Adult Services:
Office: 978-790-8216 Cell: 978-790-8216
Work email: kdufort@shorecollaborative.org

Lorraine Rebidue, Woburn Program Director: Cell:
Office: 781-503-5770
Work email: lrebidue@Shorecollaborative.org

Michelle Amero, Peabody Program Director: Cell: 978-697-3502
Office: 978-839-3000
Work email: mamero@Shorecollaborative.org

Donna Carrington, Chelsea Program Director: Cell: 781-405-4643
Office: 857-776-6863
Work email: dcarrington@Shorecollaborative.org

Barbara Galatis, Executive Assistant to the Director:
Office: 857-776-6817 Cell: 617-997-6372
Work email: bgalatis@shorecollaborative.org

Jace Arrington, Facility Director:
Office 857-776-6851 Cell: 617-828-8066
Work email: jarrington@shorecollaborative.org

Lisa Hunt, Student Services Co-Director:
Office 617-370-6228 Cell: 617-212-8173
Work email: lhunt@shorecollaborative.org

Cathy MacNeil, Student Services Co-Director:
Office 617-370-6229 Cell: 617-590-8829
Work email: cmacneil@shorecollaborative.org

Jen Murphy, Student Services Coordinator:
Office 617-370-6270 Cell: 617-750-6121
Work email: jmurph@shorecollaborative.org

Judy Lynch, Director of Theraputic Services:
Office 617-370-6265 Cell: 978-270-3517
Work email: jlynch@shorecollaborative.org

MISSION STATEMENT

Shore Educational Collaborative's mission is to provide the highest quality education offering the student maximum opportunity to develop life skills, achieve academic goals and whenever possible to transition into a public school setting. With the help of the dedicated professionals at Shore Educational Collaborative, seriously troubled children, adolescents, and their struggling families are able to rediscover their strengths, develop new skills, and begin the work of rebuilding their lives.

Shore Educational Collaborative's Emergency Procedures is designed to provide guidelines for school staff to use when an emergency is developing or has occurred. We have prioritized the steps to take when a particular emergency arises; however, every crisis situation will be different and, therefore, expect the Shore Educational Collaborative staff to exercise sound professional judgment and discretion in adapting quickly when responding to a particular crisis situation.

In any crisis, Shore Educational Collaborative staff is reminded to remain calm and help students remain calm.

Advance Planning

While an emergency situation is almost always unpredictable, advanced planning is essential if we are to manage any emergency effectively. Advance planning increases our ability to remain calm, and to be organized and objective in our response; it reduces the disorder and panic which can occur in times of crisis. Routine evacuation practices, lock-down drills, follow-up response analysis, and site evaluations go a long way toward ensuring familiarity and compliance with emergency procedures if and when an actual crisis occurs.

Perhaps the most important step in advance emergency response planning is identifying the key personnel who will assist in managing emergency situations. The personnel who have been identified to hold major roles in responding to emergency situations serve as members of the Critical Incident Team.

Standard procedures for a variety of emergency situations, evacuation plans, and important phone numbers are included in other sections of this manual.

IMPORTANT DEFINITIONS

Critical Incident - An unplanned event that can cause death or significant injury to students, employees, visitors or the public, or that can shut down the school, disrupt operations, cause physical or environmental damage or threaten the school's operational standing or public image.

Planning – Planning is not the sole component of critical incident management preparations. Preparations must include the following important components as well: training, drills, testing equipment, surveying the site, employing crime prevention principles, cooperating and coordinating with local emergency personnel including community preparation activities, and communicating "safety and effective learning" to all persons on campus.

Critical Incident Team – The group of individuals with specific, assigned duties who will respond to a critical incident. Building an Emergency Procedures plan includes identifying team members, assigning duties, and designating a specific chain of command in order to be prepared for a catastrophic emergency.

Emergency - A situation requiring the immediate "lockdown" of students and staff in order to protect lives. The term "Emergency" will only be used for the following incidents:

1. Armed people on campus
2. Hostage situation
3. Drive-by shootings
4. Civil disturbances
5. Intruders/unauthorized person
6. Student abductions
7. All other emergency situations deemed necessary

Evacuation Emergency – is a situation not requiring a "lockdown", but requiring an evacuation. Whenever the emergency alarm sounds indicating the need to evacuate the building, or staff are told 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 assigned program meeting area away from the building. The attached building and grounds of floor plan indicates those areas.

PROGRAM	EVACUATION MEETING LOCATIONS
Woburn	Meeting Locations
Chelsea	Zone Meeting Locations
Peabody	Rear North Corner of Parking Lot

Relocation Procedures

Upon notification by emergency public safety personnel and Program Coordinator that it is not safe/possible to occupy the building, individuals should be relocated to the sites specified below.

Adults may be transported using program vehicles, staff vehicles, police vehicles or may walk with the level of supervision/ assistance needed. Students may be transported using approved transportation emergency vehicles or may walk (Staff may not transport students in staff vehicles). Once individuals have been safely relocated, the Program Coordinator will contact the Shore Executive Director/Designee, the DDS Area Director, and the Day Hab Program Manager

at the Mass Health Office of Long Term Care, or DOE, District Special Education Directors/Administrators, depending on program.

Individuals and staff will wait at the temporary relocation site until further instructions are given.

PROGRAM	RELOCATION SITES
Woburn	Woburn Hilton
Peabody	Marriott Hotel
Henry Owen Center- School Program	Our Lady of Grace Church
Henry Owen Center- Adult Program	Our Lady of Grace Church

Lockdown -

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 lockdown. All school personnel must be familiar with these procedures and the specific actions they must take during a lockdown. The Incident Supervisor or any staff member that observes a critical incident can order a school lockdown. Depending on the situation, the Incident Command Team should be assembled prior to announcing the lockdown or immediately after making the lockdown announcement. Members of the Team should report to the main office or command post identified in the announcement. The Incident Command Team will then plan for the next steps in handling the incident. This will involve monitoring and intervening in the emergency situation, making notifications, and ensuring lockdown procedures are in place and all students and faculty are secure**.**

When the lockdown announcement is made, all staff should follow these directions:

All Staff:

A. Lock room doors immediately.
B. Keep everyone sitting on the floor, away from the door and windows.
C. Use caution and discretion in allowing anyone entry into the classroom.
D. Advise everyone that there is some type of emergency but you don't know what it is.
E. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
F. Use color code card to announce status of room
    1. Red if under duress or persons missing
    2. Green if room is safe
G. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
H. Ignore any fire alarm activation-the school will not be evacuated using this method.
I. Project a calm attitude to maintain student behavior.
J. When or if students are moved out of the classroom to safe meeting locations, assist them in moving as quietly and quickly as possible.
K. Remain in the room until a member of the Incident Command team comes to the room with directions or a Safety official arrives with directions.

Communications:

A. School Front Desk Receptionist
    1. If under duress, press panic button under desk and await assistance.

2. Make the following announcement…
   a. "STAFF, PLEASE SECURE YOUR STUDENTS IN YOUR CLASSROOM IMMEDIATELY. ALL STUDENTS REPORT DIRECTLY TO YOUR CLASSROOM AND IGNORE ANY FIRE ALARMS."
3. Call 911 and notify the police that…
   "Shore Educational Collaborative at 100 Revere Beach Parkway in Chelsea has declared an emergency situation requiring a LOCK DOWN of the building."
4. Notify the Incident Supervisor of all actions taken.
5. Secure all doors in hallways and entrances.
6. Only allow access into building for Shore employees.
7. Set up Communications Center

B. Communications Supervisor

1. Implement internal communications security plan.
2. Report to operations center.
3. Inventory and prepare to distribute emergency communication equipment.
4. When authorized, implement external communications plan.

C. Incident Supervisor

1. Determine situation and announce LOCK DOWN.
2. Determine status of all rooms.
3. Open communications.
4. Accountability of people in your area.
5. Medical emergency response.
6. Report to operations center

School Critical Incident Command Post - The site where the school-based Critical Incident Team bases its operations. The site of an alternative command post should be designated in advance in the event that the primary area is unavailable.

The site for the Chelsea Critical Incident Team's base of operations is the Administration Boardroom. The alternative site is the IT Room.

The site for the Woburn Campus Critical Incident Team's base of operations is Nurse's Office. The alternative site is The Garden room.

The site for the Peabody Campus Critical Incident Team's base of operations is Office 5. The alternative site is Office 1.

Public Safety Command Post – An area for a law enforcement command post far enough away from the school to be safe but close enough for a SWAT team to stage and advance to the school. An alternative law enforcement command post site should be identified in advance. Primary PSC Post site is _____; the alternative site is_____.

The Woburn Primary PSC Post site is _____; the alternative site is_____.

The Peabody Primary PSC Post site is _____; the alternative site is_____.

Media Areas – The planning team should designate two media staging areas, one area for active-crisis updates off-campus and away from the danger, and a second area for a post-incident briefing. Media staging areas: #1 ongoing crisis updates: _____ and #2 post incident briefing area: _____.

Woburn's Media staging areas: #1 ongoing crisis updates: _____ and #2 post incident briefing area: _____.

Peabody's Media staging areas: #1 ongoing crisis updates: _____ and #2 post incident briefing area: _____.

Shore feels that it should not be our responsibility to decide on a command center and that it would be best to leave it up to Emergency Personnel. Same with the Media Area.

Shelter in Place - is a protective plan to keep individuals safe inside the program site when an event occurs which makes evacuation risky. When a shelter in place is deemed necessary by the Executive Director/Designee all staff, individuals, and guests will be notified that shelter in place procedures will be implemented in 3 minutes. This enables guests/visitors to leave the premises if they wish. They will be instructed that they cannot re-enter the building once they choose to leave. A likely scenario for which Shelter in Place would be employed is a hazardous chemical spill in the immediate area.

Shore staff is required to stay on-site and implement shelter in place procedures as follows:

- Shut and lock all exterior doors.
- Place wet towels under doors to create at tight a seal as possible.
- Turn off all air care/exchange systems (i.e., heating, air conditioning, ventilating system).
- Remain in classroom/workshops with doors closed (if possible) until such time that the all clear signal is given.
- When the all clear signal is given indication that shelter in place conditions may be terminated, wait for further instructions from public safety personnel.

Transportation Area - 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.

The Woburn regular pick up/drop off area is: 10 Forbes Rd. Woburn, The alternative bus loop / pick-up area is the Hilton Hotel, 2 Forbes Rd. Woburn.

The Woburn regular pick up/drop off area is: 10 Technology Drive, Peabody, The alternative bus loop / pick-up area is the Marriott Hotel, 8A Centennial Drive, Peabody.

Parent/Guardian/Relative 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 only after there has been clear, direct communication between the school and the parents/guardians.

Consider the Following…

It is important that all members of the Critical Incident Team be cross-trained so that each member is able to fill in for any absent member. The Executive Director/Designee is the designated leader of the CI Team and is responsible for assigning specific duties to each member. Part of the school's plan must be to establish an alternative chain of command, as outlined in Attachment B, in the event that the Executive Director/Designee is absent or unavailable.

While each school may add duties or assignments to the plan, it is vital that the following duties are assigned when developing your plan. Someone must be responsible for:

- Notifying Chelsea, Peabody, Woburn Police and Fire Departments immediately. Dial 911.
- Attempting to identify the person(s) responsible for the danger and their location.
- Alerting personnel in common areas of the school such as restrooms, corridors and halls. Portables and rooms without an intercom system must be contacted personally.
- Notifying and assisting substitute teachers/staff who may not be aware of these policies.
- Preparing an up-to-date attendance sheet for the day.
- Assigning staff to a Student Assembly Area for student checkout.
- Assigning responsibility for keeping the Emergency Go Kits up-to-date, if utilized.
- Assigning responsibility for reviewing and updating the Critical Incident Plan annually, and providing the updated plan pages to all team members.
- Assigning responsibility for critical incident drills, just as the school would have fire drills, and planning a follow-up meeting to process the effectiveness of the drill and the plan.
- Designating areas for the various command, reunification locations.

EMERGENCY DRILLS

The Executive Director/Designee shall hold fire and other emergency drills, in accordance with state mandates and school policy, to ensure that all students and staff are sufficiently familiar with such procedures that they can be activated and accomplished quickly and efficiently. Emergency drills shall be held at both scheduled and unscheduled times. Appropriate emergency response agencies may receive advance notice of Shore Educational Collaborative's emergency drills as needed.

Everyone in the facility, including direct care employees, administrative staff, facilities staff, kitchen staff, children and visitors must follow emergency response instructions in the room or area they occupy when an alarm is sounded.

Evacuation drills will also be conducted.

RECOMMENDED EMERGENCY DRILL REQUIREMENTS

FOR THE SCHOOL

- Recommended to have at least four (4) Fire Drills each year.
- Recommended to have at least two (2) Intruder Drills each year.

EMERGENCY PREPAREDNESS TRAINING

Emergency Preparedness Training should be provided to all Shore Educational Collaborative employees. The Executive Director/Designee is responsible for overseeing Emergency Preparedness training and may delegate training tasks and responsibilities as appropriate.

The person responsible for training will determine and organize the method, place and time. If personnel are absent at the time of the training, a follow-up procedure or make-up training will be established to ensure that everyone is trained in emergency procedures.

The following general emergency training objectives will be accomplished:

1. The training representative will certify in writing to the Executive Director/Designee that all personnel have been trained in emergency preparedness.
2. A copy of the emergency preparedness training lesson plan will be placed in the school's Emergency Plan.
3. Following emergency training, Shore Educational Collaborative personnel will be able to:
    - Respond to a fire alarm, evacuate the building and follow all other fire and evacuation procedures as listed in the emergency plan.
    - Know how to call for emergency help and know where the emergency phone numbers are listed.
    - Recognize the procedures to follow if any of the following types of emergency should arise: hazardous materials, high wind, hurricanes and other types of severe weather; medical, flood, utility failure, nuclear explosion or radioactive fall-out, bomb threat, civil disturbance, hostage situation, or any other type of emergency.
4. The school's emergency plan will designate and personnel will know:
    - Where emergency supplies and first aid equipment is located in the buildings, and how to use them.
    - What and where the Command Center is and how the chain of command works.
    - How and where to evacuate all persons on the school grounds.
    - Where the Emergency Procedures Manual is stored for reference.
    - How to assist students with disabilities and special needs.
    - Where the safety features (fire extinguishers, safe areas, etc.) of the building are and the sources of help that are available.
    - The designated safe zones for intruder drills.
5. Assignments may be made to specific individuals to assist in special duties as outlined in the Emergency Procedures.

Trainings Related to this Emergency Plan:

TYPE	FREQUENCY
- School Level Orientation	Annual
- District Crisis Team	Quarterly
- National Incident Management System	On Line**

** (Training for the National Incident Management System Certification for Levels 100 and 200 are available @ the website listed below)
http://training.fema.gov/IS/crslist.asp** (Trainings for Levels 300 and above are offered periodically by the Local Emergency Management Agency. In order to participate in these trainings you must complete Levels 100 and 200 as a pre-requisite.)

CRITICAL INCIDENT TEAM

The school shall have a Critical Incident Team consisting of:

- The Executive Director/Designee
- The Nursing Department
- The Principal/Director of the School
- A member of the Facilities Department
- An Administrative Assistant
- Clinician
- Child Care Supervisors
- Child Care Workers
- Any other members deemed necessary by the Executive Director/Designee.

Committee members will be appointed yearly and should meet quarterly. A list of current members will be kept in the Addendum of the Emergency Procedures. The Executive Director/Designee and the situation's Incident Commander (which may include local Police and Fire Department personnel) will make all final decisions in all emergency situations.

The duties and responsibilities of the Critical Incident Team include:

1. Become acquainted with all aspects of emergency preparedness.
2. Acquire Incident Command System (ICS-100) Training On-Line or in person.
3. Review the emergency preparedness procedures as outlined in the Emergency Procedures; and make changes when necessary.
4. Plan, implement, and evaluate emergency drills throughout the school year.
5. Ensure the inspection and testing of emergency equipment at regular intervals.
6. Provide training for staff members in the proper use of fire extinguishers and other fire fighting equipment.
7. Assign a Chain of Command so that, in the absence of the administrators during an emergency, some members of the committee will have the authority to act on their behalf. This is also important to organize the school administration's response to an emergency in combination with the City's emergency response personnel.

SHORE EDUCATIONAL COLLABORATIVE
RESPONSIVE SECURITY PLAN

When announcement is made to implement the Responsive Security plan, the following procedures need to be followed:

This plan will be implemented during an emergency that exists at or near a Shore Collaborative facility. It requires a heightened sense of security and supervision at our facilities. This level of response is a preventative step to ensure the safety our staff and individuals under their guidance. The Incident Command Supervisor will determine the need to respond and the level of security required.

All Staff:

A. Take attendance and prepare a list of missing students and extra students in the room. *Prepare to take this list with you when you are directed to leave the classroom.*
B. Return to your assigned workspace and continue activities.
C. Rooms do not need to be secured unless instructed to.
D. Outdoor activities are restricted.
E. Advise everyone that there is some type of emergency but you don't know what it is.
F. Await further instructions

Communications:

A. School Front Desk Receptionist
   1. If under duress, press panic button under desk and await assistance.
   2. Make the following announcement…
      "STAFF, PLEASE RETURN YOUR STUDENTS TO YOUR CLASSROOM IMMEDIATELY. ALL STUDENTS REPORT DIRECTLY TO YOUR CLASSROOM AND IGNORE ANY FIRE ALARMS."
   3. Notify the Incident Supervisor of all actions taken.
   4. Secure all Entrance doors.
   5. Only allow access into building for Shore employees.
   6. Set up Communications Center

B. Communications Supervisor
   1. Report to operations center.
   2. When authorized, implement internal communications security plan.
   3. Inventory and prepare to distribute emergency communication equipment.
   4. When authorized, distribute emergency communication equipment.
   5. When authorized, implement external communications plan.

C. Incident Supervisor
   1. Determine situation and announce heightened state of security.
   2. Determine status of all rooms.
      a. Open communications.
      b. Accountability of people in your area.
      c. Medical emergency response.
   3. Report to operations center.

Security:

A. Ensure all exterior door are secured
B. Manual override of Automatic keypad system.
C. Secure perimeter of the building and lock gates
D. Post signs declaring facility currently under security alert at all entrances
E. Post fire watch personnel
F. Determine power plant and HVAC status
G. Post gate guards at main entrance
    1.Allow Shore personnel to enter facility
    2. Visitors must be approved by Incident Command supervisor.
H. Report to Operations center
I. ~~Secure perimeter of the building and lock gates~~.
J. Determine power plant and HVAC status.

Incident Command Supervisor:

A. Determine what outside agencies to communicate with and needs.
B. Determine requirements for medical assistance.
C. Determine need for mutual assistance.
D. Open emergency operations center (EOC)
E. Single interface for media communications.
F. Ensures logbook is maintained for all actions during emergencies.
G. Implement media relations plan.

Incident Supervisors:

A. Determine status for area of responsibility.
    1. Communicate with Staff as the situation allows.
    2. Establish medical requirements.
B. Obtain personnel and individual emergency contact list.
C. Determine if personnel should move to safe meeting locations.
D. Report/communicate with emergency operations center (EOC).
E. Do not communicate with external agencies unless authorized by EOC
F. Ensure emergency equipment is distributed appropriately.
G. Implement emergency transportation plan as directed by EOC

Coordinators:

A. Determine status for area of responsibility.
    1. Communicate with Staff as the situation allows
    2. Establish medical requirements.
    3. Determine counseling requirements.
B. Determine if safe meeting locations are available
C. Establish communication with Incident supervisor.
D. Ensure emergency equipment is distributed as needed,
E. Assist with emergency transportation as directed by incident supervisor

Counseling coordinator:

A. Implement crisis management plan
B. Communicate with Incident supervisor
    1. Status of students and staff
    2. Location of counselors and if additional assistance needed.

Security: (Combined with Security list above)

A. Ensure all exterior door are secured

B. Physical inspection
C. Manual override of automatic keypad system.
D. Secure perimeter of the building and lock gates
E. Post signs declaring Lock Down at all entrances
F. Lock all interior doors and create impediments along hallways
G. Post fire watch personnel
H. Determine power plant and HVAC status.
I. Report to Operations center

Incident Command Supervisor:

A. Determine what outside agencies to communicate with and needs.
B. Determine requirements for medical assistance.
C. Determine need for mutual assistance.
D. Open emergency operations center (EOC)
E. Single interface for media communications.
F. Ensures logbook is maintained for all actions during emergencies.
G. Implement media relations plan.

Incident Supervisors:

A. Determine status for area of responsibility.
    1. Communicate with Staff as the situation allows.
    2. Establish medical requirements.
B. Obtain personnel and individual emergency contact list.
C. Determine if personnel should move to safe meeting locations.
D. Report/communicate with emergency operations center (EOC).
E. Do not communicate with external agencies unless authorized by EOC
F. Ensure emergency equipment is distributed appropriately.
G. Implement emergency transportation plan as directed by EOC

Coordinators:

A. Determine status for area of responsibility.
    1. Communicate with Staff as the situation allows
    2. Establish medical requirements.
    3. Determine counseling requirements.
B. Determine if safe meeting locations are available
C. Establish communication with Incident supervisor.
D. Ensure emergency equipment is distributed as needed,
E. Assist with emergency transportation as directed by incident supervisor

Counseling Coordinator:

A. Implement crisis management plan
B. Communicate with Incident supervisor
    1. Status of students and staff
    2. Location of counselors and if additional assistance needed.

Possible Emergency Situations

Bomb Threat

Bomb threat response procedures are established to protect life and property and to avoid confusion in the event that a bomb threat is received at one of the Shore Educational Collaborative buildings.

A bomb threat is a form of terrorism usually made for one of three reasons:
1. The person making the threat has a grudge against the threatened facility and wishes to disrupt the facility's day-to-day activities out of desire for revenge.
2. The person making the threat is aware of the presence of an explosive device within the facility and is transmitting an alarm so that the building will be evacuated to save lives.
3. The person making the threat is or was an employee, or student or parent of a student in the threatened facility, and believes that the facility may be evacuated and closed for the rest of the day as a result of the threat.

Receiving a threat

Bomb threats are usually received by telephone. The recipient of a bomb threat call should make every attempt to keep the caller on the line in order to elicit information and determine sex, age and vocal characteristics of the caller. If a bomb threat is received or information is obtained that is believed to be a possible bomb threat, the 'Bomb Threat Checklist' (below) should be used to record details about the caller.

1. A Bomb Threat Checklist should be kept at all locations with links to outside lines.
2. School personnel must be familiarized with bomb threat procedures regularly; orientation and mock drills should be conducted every year.

Responsibilities of an Employee Receiving a Bomb Threat:

1. Listen to the message without interrupting the caller.
2. Write down the message, noting time of call, unusual background noises, estimate age of caller, and try to keep the caller talking.
3. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation and reason school has been targeted.
4. After caller has concluded his/her threat, hang up and immediately lift the receiver and press #57 (call trace). Upon completion of the call, immediately press 9*57 and **DO NOT** HANG UP until you receive a message from the phone company.
5. Immediately notify the Division Director or Designee of the call and content of the message.

Responsibilities of the Executive Director or Assistant Executive Director:

If threat is deemed valid:
1. Call 911- advises that building is being evacuated because of a bomb threat.

2. Notify staff to evacuate the building. DO NOT UTILIZE FIRE ALARM SYSTEM OR PUBLIC ADDRESS SYSTEM TO EVACUATE THE BUILDING.
3. Notify each classroom of the need to evacuate the building. While completing this task, conduct a limited search of common areas of the building touching nothing.

Responsibilities of the Teacher/Staff

1. Upon receipt of notification to evacuate the building, conduct a limited search of classroom to determine if any strange or unknown objects are in rooms.
2. **Proceed to pre-designated evacuation point with class attendance book/emergency lists.**
3. Maintain control of students and advise Program Coordinator of any missing children/individuals.
4. Do not re-enter the building until directed to do so by public safety officials.

BOMB THREATS (DEVICE FOUND)

1. **Upon discovery of suspicious device, DO NOT TOUCH!**
2. Notify Program Coordinator and Executive Director/Designee.
3. If the device is found in a classroom with students, immediately, but in an orderly fashion, evacuate the classroom and the building.

Responsibilities of the Executive Director or Assistant Executive Director:

1. Upon notification of a device found: Call 911- advise building being evacuated because a suspicious device has been discovered
2. It is important to remember that the evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment, which may exacerbate the situation.
3. In consultation with police/fire/bomb disposal officials, determine when it is safe to re-enter the building.

Responsibilities of the Teacher/Staff

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class and emergency lists.
2. Maintain control of students and advise the Program coordinator of any missing or unaccounted for students.
3. Do not enter the building until directed to do so by fire/police officials.

Procedure for Wheelchair bound students:

The classroom teacher, residential supervisor or assigned SPED health aide is responsible for wheel chair bound students during a drill or evacuation. Teacher/residential supervisor/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee and senior police and fire officials, will determine when it is safe to re enter the building.
2. Upon the 'All Clear' announcement, students will re-enter the school with their staff. Teachers or designee will take attendance and report discrepancies to the main office. The building safety coordinators will inform students and staff of any changes to the regular schedule.
3. In the event that students are not allowed to re-enter the building, follow the directions for sending students to the staging area.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the safety coordinator will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Bomb Threat Checklist

Place this card under your telephone.

Time call received: _____
Exact wording of threat:
_____
_____
_____
_____
_____
_____
_____

Questions to ask the caller:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?
9. What is your address?

Sex of caller:_____ Accent: _____

Age:_____ Length of call: _____

Number at which call was received:___
_____

Date: _____

Circle all that apply:

The Caller's Voice was:

Angry	Excited
Calm	Familiar
Clearing throat	Lisp
Cracking voice	Loud
Crying	Nasal
Rapid	Deep breathing
Disguised	Slurred
Normal	Deep
Whispered	Raspy
Slow	Laughter
Soft	Stutter

Background Noise was:

Animal noises	Voices
Motor	Street noises
Cellular call	Music
Clear/quiet	Office
Crockery/dishes	Machinery
Factory machinery	PA System
House noises	Static

Other: _____
_____

Threatening Language:

Incoherent	Foul
Well spoken/educated	Taped

Message read by threat-maker

Remarks: _____
_____
_____
Reported call immediately to: _____
_____
Name
Position
Phone Number
Date

Upon completion of the call, immediately press 9*57 and DO NOT HANG UP until you receive a message from the phone company.

Brush Fires or Excessive Smoke

A brush fire or excessive smoke is a threat to air quality, which could negatively impact the health of students and staff. The brush fire or excessive smoke response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that a brush fire or excessive smoke occurs outside one of the Shore Educational Collaborative buildings.

Procedure:

1. Call 911.
2. Keep students and staff indoors.
3. Close the windows.
4. Turn of ventilation system.
5. Follow the directions of fire officials.
6. Activate the crisis management team.
7. Discuss possibility of evacuation with appropriate fire officials; be prepared to use an alternate evacuation route.
8. Activate school evacuation/dismissal plan if necessary.
9. Students will be transferred to the staging area, if necessary.
10. Notify transportation companies if alternative routes are necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
    5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Earthquake

In the event of an earthquake, every attempt will be made to keep students in school for the full day. Although an earthquake is a rare occurrence, administrators and staff should be prepared to house students for the duration of the emergency.

Procedure:

1. When an earthquake occurs, direct the students to stand against a supported interior wall away from windows, or to crawl under desks or tables.
2. Call 911.
3. Activate crisis management team.
4. Identify the crisis.
5. Notify the Program Coordinator.
6. Evacuate the damaged area.
7. Notify the individuals responsible for evacuating wheelchair bound students.
8. Follow the evacuation plan. Be prepared to use an alternative evacuation route if necessary.
9. Assemble students and staff as far away from windows as possible.
10. Check all rooms and areas of the building to ensure everyone has evacuated.
11. Teacher/residential supervisor should take attendance roster to account for all students.
12. Have a pre-designated person take staff attendance roster and guest registers.
13. Get an accurate count of students and staff and identify who might be missing.
14. Identify those who are injured and the extent of their injuries.
15. Provide for treatment of injured parties.
16. Activate school dismissal/removal to staging area plan if necessary.
17. Notify the transportation companies if alternative routes are necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.

4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
    5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Explosion:

An explosion can cause serious injury or death as well as significant damage to buildings. The explosion response procedures establish a guide for the protection of life and property and for the avoidance of confusion in the event that an explosion occurs at one of the Shore Educational Collaborative buildings.

Procedures:

Inside building explosion:

1. Evacuate building by sounding fire alarm. Relocate students at least 500 ft from the building.
2. Call 911 to inform authorities of the explosion and of the location of command post.
3. Activate the crisis management team.
4. Notify the Executive Director/Designee. Activate the command post.
5. If an odor of (leaking) gas exists, use caution. Do not cause a spark or ignite a flame.
6. Teachers should take the class attendance roster in order to account for all students.
7. Any student or staff member with injuries should be brought to the pre-determined triage area where the school nurse is located to provide care.
    a. Chelsea 1st floor Therapy room
    b. Chelsea 2nd floor, Library
    c. Woburn Multi purpose room
    d. Peabody Req room.
8. Fire officials will conduct a search of the area for additional victims.

Outside building explosion:

1. If an explosion occurs outside of the building, students and staff should remain inside the classroom or residence and away from windows.
2. Call 911.
3. Notify the Executive Director/Designee.
4. Determine if anyone is injured; anyone with injuries should be taken to the pre-determined triage area to be seen by the school nurse.
5. Determine the extent of the damage, if any, to the school building and surrounding area.
6. Determine if dismissal or relocation to the staging area is necessary.
7. Notify transportation companies to use alternative routes if necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Facilities Failure:

A facilities failure could cause serious bodily injury and building damage and would impact the Shore Educational Collaborative community. The facilities failure response procedure establishes a guide for the protection of life and property and for the avoidance of confusion should a failure occur at one of the Shore Educational Collaborative buildings.

A facilities failure could include:

- Electrical outage
- Gas leak
- Loss of heat
- Water outage

Procedures:

Electrical outage:

1. Students and staff should remain in classrooms or residences until emergency lighting assures safe passage through corridors.
2. Notify Director of Facilities.
3. Determine the cause of power outage.
4. Contact electric company to determine severity and approximate length of outage.
5. Activate the crisis management team.
6. Determine if dismissal is necessary.
7. Notify the individuals responsible for evacuating wheel chair bound students.
8. Activate school evacuation/dismissal plan/relocation to staging area if necessary.

Gas Leak:

1. If a gas odor is detected, evacuate the area immediately.
2. Do not create any type of spark or open flame.
3. Notify the Director of Facilities; determine if the area can be ventilated; shut off gas controls if possible.
4. Call 911 to have the fire department investigate.
5. Notify the Executive Director/Designee.
6. Notify the gas company.
7. Activate the crisis management team.
8. Discuss possibility of evacuation with appropriate fire officials. Implement school evacuation plan if necessary. Be prepared to use an alternate evacuation route.
9. Assess approximate repair time.
10. Determine if dismissal is necessary.
11. Activate dismissal plan and relocation to staging area, if necessary.

Loss of Heat:

1. Notify Director of Facilities
2. Determine cause
3. Assess approximate repair time
4. Notify Executive Director/Designee
5. Determine if dismissal is necessary.
6. Activate the crisis management team
7. Activate school dismissal plan and relocation to staffing area, if necessary.

Water outage:

1. Notify Director of Facilities

2. Determine cause
3. Assess approximate repair time
4. Notify Executive Director/Designee
5. Activate the crisis management team
6. Discuss possibility of evacuation; implement school evacuation plan if needed; be prepared to use an alternate evacuation route
7. Determine if dismissal is necessary
8. Activate school dismissal plan/relocation to staging area, if necessary

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Fire:

A fire could cause serious bodily injury or building damage and impact the Shore Educational Collaborative community. The fire response procedures establish a guide for the protection of life and property and for the avoidance of confusion in the event that a fire occurs in one of the Shore Educational Collaborative buildings.

Procedure:

1. Pull the fire alarm.
2. Call 911.
3. Follow evacuation plan. Relocate students at least 500 feet from the building. Be prepared to use an alternative evacuation route if necessary.
4. Staff should close all doors and windows before leaving if conditions permit.
5. Check all rooms and areas of the building to ensure everyone has evacuated.
6. Teacher should take attendance to account for all students.
7. Have a pre-designated person take staff attendance roster and guest registers.
8. Activate school dismissal and removal to staging area plan, if necessary.
9. Notify the transportation companies if alternate routes are necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Flood:

In the event of a flood, every attempt will be made to provide to keep students in school for the full day. Although a flood is an infrequent occurrence, principals and staff should be prepared to house students for the duration of the emergency or to implement an early dismissal.

Procedure:

1. The Program Coordinator will confer with local police and public works departments.
2. The Program Coordinator should continue to listen to the National Weather Service.
3. The Program Coordinator will notify building coordinators if early dismissal is needed.
4. The communication coordinator will notify the media (television, local cable channels, radio stations) updating parents and guardians of the current situation, or to pick up their student at the school if busing is not an option. If a student is released to an individual other than a parent/guardian, ask to see identification and have the person write down the following: their name, students name, the time and destination.
5. Activate the crisis management team.
6. Notify the transportation companies if alternative routes are necessary.
7. All available personnel will try to contact parents referring to the early dismissal forms if necessary. See appendix.
8. The Program Coordinator will remain in the building until the last student has been released.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Hazardous Materials/Chemical Accidents:

The response procedure for hazardous materials or chemical spill establishes a guide for the protection of life and property and for the avoidance of confusion in the event that a hazardous material/chemical spill occurs at or near the Shore Educational Collaborative campus

Hazardous spills/chemical accidents are a threat to air quality, which could severely impact the health of students and staff. For these reasons:

- Inventory all hazardous materials on school property; a copy of the inventory must be on file in the main office, the school district office, and at the local fire department
- Keep "Material Safety Data Sheet" (MSDS) manuals in areas where chemicals are used.
- Read the MSDS and labels prior to using chemicals for specific information about emergency procedures, i.e., evacuations, chemical containment, first aid procedures, equipment needed for working with chemicals, storage, and disposal procedures.

Procedure:

1. Take appropriate action in accordance with MS Data Sheet on file and the container label on handling and emergency procedures.
2. Evacuate the area.
3. Contact Executive Director/Designee immediately upon occurrence of a spill.
4. Any students or staff members with injuries or exposure should be taken to the nurse's office; the nurse will contact poison control if necessary.
5. Call 911; public safety officials will assist with injuries, containment, clean up and disposal.
6. Notify the Program Coordinator.
7. Activate the crisis management team.
8. Determine the extent of damage.
9. Discuss possibility of evacuation with appropriate officials; implement school evacuation a plan if necessary; be prepared to use an alternate evacuation route.
10. Determine if dismissal/relocation to staging area is necessary.
11. Activate dismissal/relocation plan if necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Hostage Situation (Unarmed):

The unarmed hostage situation response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that an unarmed hostage situation occurs at one of the Shore Educational Collaborative buildings. An unarmed hostage situation would involve a person(s) who is holding one or more persons against their will in one of the Shore Educational Collaborative buildings.

Procedure:

1. Call 911.
2. Determine:
    - How many people are being held hostage
    - The level of risk and/or imminent harm
3. Notify the Program Coordinator or designee of location and number of people involved.
4. Notify the Executive Director/Designee
5. Activate the crisis management team.
6. Isolate and contain participants as much as possible.
7. Follow directions of the public safety officials in charge of the scene.

Hostage Situation (Armed)

The armed hostage situation response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that an armed hostage situation occurs at one of the Shore Educational Collaborative buildings.

Procedure:

1. Call 911.
2. Determine:
   - How many people are being held hostage
   - What type of weapon is involved
3. Notify the Program Coordinator or designee of location and number of people involved.
4. Notify the Executive Director/Designee
5. Activate the crisis management team.
6. Follow directions of public safety officials in charge of the scene.
7. Initiate school lockdown plan.
8. Discuss the need for evacuation with appropriate police officials. Be prepared to use an alternative evacuation route.
9. If necessary, transfer students to a staging area.
10. Teachers should take class attendance roster to account for all students.
11. Have pre-designated person take staff attendance roster and guest register.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

4. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
5. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
6. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Intruder (Non-threatening):

A non-threatening intruder is anyone who enters a school building without authorization. The non-threatening intruder response procedure establishes a guide for protecting life and property and for avoiding of confusion in the event that a non-threatening intruder enters a Shore Educational Collaborative building. All visitors will be screened, should have appointments, and must sign in and out of sites. Also, all visitors must be escorted through the building and be identified with a visitor badge. Whenever possible, staff should notify reception of a scheduled visit. Staff should be aware of visitors in the building. If you see someone in the building walking alone and you do not know them, be forward and polite, introduce yourself and ask who they are and why they are in the building. Ask if you can assist them in any way. Staff should immediately report to a Supervisor and/or Program Coordinator any suspicious persons or activities in or around the building.

Procedure:

1. Determine:
    - Who the intruder is
    - Why the intruder is there
2. All visitors should be directed to report to the main office to check-in.
3. If the person refuses to report to the main office, she/he will be asked to leave the premises.
4. If the person refuses to leave, notify Program Coordinator and/or executive Director/Designee.
5. If necessary, contact the police.
6. Person will be escorted from the school property.
7. Follow up.
8. For most cases, no follow up may be needed.

Intruder (Threatening):

A threatening intruder is a hostile suspicious person, either armed or unarmed, who enters a school building or is on school grounds without authorization. The threatening intruder response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that a threatening intruder enters one of the Shore Educational Collaborative buildings.

Procedure:

1. Call 911.
2. If there appears to be a threat of danger, notify a supervisor, Program Coordinator and/or Executive Director/Designee of location of person(s) immediately.
3. Determine
    - Who the intruder is, and
    - Whether any weapons are evident
4. Activate the crisis management team
5. Follow directions of officials in charge.
6. Initiate building lockdown plan and sound the air horn. Multiple short blasts in rapid succession means **"Get indoors and LOCKDOWN immediately."**
7. Discuss possibility of evacuation with appropriate police officials. Be prepared to use an alternative evacuation route.
8. Students will be transferred to the staging area if necessary.
9. Teachers should take class attendance roster to account for all students.
10. Have a pre-designated person take staff attendance roster and guest register.

Termination of the emergency situation:

1. The Program Coordinator, in consultation with other officials, will determine when the building may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter buildings with their day or residential teams.
3. Teachers/residential supervisors will take attendance and report discrepancies to the main office. Building coordinators will inform students and staff of change to the regular schedule.
4. In the event that students are not allowed to re-enter buildings, directions for sending students to the staging area will be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the safety coordinator will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Kidnapping:

The kidnapping response procedure establishes a guide for the protection of life and for the avoidance of confusion in the event that a kidnapping occurs at one of the Shore Educational Collaborative buildings. A kidnapping is the illegal removal of a person(s) from school property.

KIDNAPPING/ABDUCTION/MISSING PERSON

1. Upon learning that an individual has been abducted or is missing, immediately notify the police and Program Coordinator.
2. Obtain a detailed description of abductor.
3. In case of a missing individual, obtain a detailed description of clothing and the time and location when the child was last seen.
4. Implement program specific search plan.
5. Await the arrival of police.

Responsibilities of the Program Coordinator

1. Call 911 and notify the Executive Director/Designee of abduction/missing person.
2. Notify custodial parent or emergency contact.

Major Community Accident:

The response procedures for aircraft crash, major vehicular accident, fire, explosion, gas leak, or hazardous waste spill in the community establish a guide for the protection of Shore Educational Collaborative students and staff, to reduce confusion if an emergency occurs in surrounding areas that would impact safety within a school, and or student dismissal routes.

Procedure:

1. The Program Coordinator will confer with the local police, fire and public works departments to determine the extent of the emergency and the portions of city affected.
2. The Program Coordinator will activate the crisis management team.
3. The Program Coordinator will notify the Executive Director/Designee.
4. Discuss the possibility of evacuation/dismissal plan/relocation to staging area with appropriate officials. Implement appropriate plan.
5. If students can remain in the school building, determine if all students can be bused home at the end of the school day.
6. If some communities are inaccessible, students from those areas will remain in the school.
7. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) instructing parents/guardians of the current situation or to pick up their student at the school, if busing is not an option. If a student is released to an individual other than a parent, ask to see identification and have the person write down the following: their name, the student's name, the time and their destination.
8. The Program Coordinator will confer with the Executive Director/Designee and public safety officials to determine whether there is a need for alternate bus routes for students who can return home at the end of the school day.
9. The Program Coordinator will direct the safety coordinator to inform transportation companies about the need for alternative routes.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies to send buses to a specific alternative pick up location, and will coordinate the loading procedure.
2. The Program Coordinator or designee will determine the best route for bus pick-up.

3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Mental Health Emergencies:

The response procedure for a mental health emergency establishes a guide for the protection of life and safety and for the avoidance of confusion in the event that a mental health emergency occurs at one of the Shore Educational Collaborative buildings.

A mental health emergency includes but is not limited to:
1. Mental, emotional or physical behavior that is potentially life threatening
2. Out of control behavior
3. Psychotic episode
4. Suicidal ideation

Procedure:

General mental health emergencies:
1. Determine seriousness of the situation.
2. Notify the clinical director of the individual's name and issue.
3. Notify the Program Coordinator, nurse, and Executive Director/Designee.
4. Stay with the individual (s) in crisis and or move them if possible to a quiet room away from those not involved. Individuals in crisis should never be left alone.
5. Model calm, reasonable and reassuring behavior.
6. Notify parent/guardian of those involved.
7. Administrator, guidance counselor, school psychologist and or parents will determine next steps. Possible steps could be that the individual is taken to the emergency room or a local mental health clinic for an evaluation.

SUICIDE ATTEMPTS

1. Assess the situation and contact 911 and report immediate need for police/EMS.
2. Contact Program Coordinator and Executive Director/Designee.
3. Make contact with family of individual.
4. Notify parents.
5. Attend to all witnesses.
6. Direct that personal property of the student be secured.
7. Arrange for counselors for students and staff
8. Debrief staff at end of day.

Natural Disaster:

A natural disaster is any natural occurrence which interrupts the day to day life of the community, such as hurricanes, floods, earthquakes and tornadoes; if these events occur, there may be limited access to schools, and schools may be called upon to act as staging areas for the town. A natural disaster response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that one occurs in the Shore Educational Collaborative community.

Procedure:

1. The Program Coordinator will confer with city officials to ascertain the extent of the disaster, available community resources, and if any school buildings will be used as a shelter.
2. Activate the crisis management team.
3. The Program Coordinator will share this information with the Executive Director/Designee.
4. Program Coordinators will announce a time and place for an emergency staff meeting.

Procedure for when school re-opens:

1. The Program Coordinator convenes a staff meeting to provide updated information.
2. Identify the most seriously affected students and staff; identify individual student and staff needs.
3. Provide appropriate services to or direct students and staff to appropriate services.

Public Health Emergencies:

A public health emergency occurs with the appearance of a communicable disease involving an organism that causes infection and contagion to at least one or more individuals in a school setting. The response procedure for a public health emergency establishes a guide for the protection of life and safety and for the avoidance of confusion in the event that a public health emergency occurs at one of the Shore Educational Collaborative buildings.

Contagious disease can be spread in four ways:

- Through blood contact
- Through the intestinal tract (via stools)
- Through the respiratory tract (via fluids from eyes, nose, mouth or lungs)
- Through direct contact or touching

Examples of communicable disease:

- Chicken Pox
- Fifth Disease
- Hepatitis
- Meningitis
- HIV/AIDS – see appendix

Procedure:

1. Refer individual to school nurse.
2. School nurse will verify information
3. Nurse will notify principal or designee and local board of MA Dept. of Public Health.
4. The Program Coordinator will notify the Executive Director/Designee.
5. The Program Coordinator, under the direction of the Executive Director/Designee, will notify staff and parents.
6. Maintain the rights of the individuals with the disease, including the right to privacy.
7. Use “Universal Precaution procedures” including personal protective equipment (gloves) for handling blood or body fluid.

Tornado:

A tornado could cause serious bodily injury and or building damage and impact the Shore Educational Collaborative community. The tornado response procedure establishes a guide for the protection of life and property and for the avoidance of confusion in the event that a tornado strikes the surrounding community.

Procedure:

1. The Program Coordinator should monitor the National Weather Service station.
2. If a tornado strikes the building, call 911.
3. Windows and doors of buildings should be left open, if possible.
4. Activate the crisis management team.
5. All staff and students should relocate to the interior halls in the lowest level of the building. Everyone should sit on the floor with their head between their knees and their arms over their heads until notified that the danger has passed.
6. Notify the individuals responsible for evacuating wheel chair bound students.
7. Teacher should take class attendance roster to account for all students.
8. Check all rooms and areas of the building to ensure that everyone has relocated.
9. Have a pre-designated person take staff attendance roster and guest registers.
10. Get an accurate count of students and staff and identify who might be missing.
11. Identify those who are injured and the extent of their injuries
12. Provide for treatment of injured parties.
13. If necessary, follow the evacuation plan.
14. Be prepared to use an alternative evacuation route if necessary.
15. Activate school dismissal/removal to staging are plan if necessary.
16. Notify the transportation companies if alternative routes are necessary.

Procedure for Wheelchair bound students:

The classroom teacher or assigned staff is responsible for wheel chair bound students during a drill or evacuation. Teacher/health aide will escort the student to nearest fire exit. Elevators are not to be used during evacuation. Get the fire blanket if necessary. Once the student has been placed in the care of designated personnel, the teacher may rejoin his /her class. Administrative, custodial and other staff will assist responsible personnel in evacuating the students down the nearest fire exit.

Termination of the emergency situation:

1. The Executive Director/Designee, in consultation with officials, will determine when buildings may be re-entered.
2. Upon the 'All Clear' announcement, students will re-enter the building from which they were evacuated. Teachers will take attendance and report discrepancies to the office
3. In the event that students are not allowed to re-enter the building, directions for sending students to the staging area are to be followed.

Sending students to the staging area

1. If the Program Coordinator or designee and public safety officials determine that it is unsafe to re-enter the building, the Executive Director/Designee will call transportation companies

to send buses to a specific alternative pick up location, and will coordinate the loading procedure.

2. The Program Coordinator or designee will determine the best route for bus pick-up.
3. All students will be transported to the Shore Educational Collaborative emergency evacuation staging area.
4. Students will remain at the staging area to return home via their regular bus routes; students usually picked up by a parent will be bused to a nearby location to be picked up by parents.
5. 5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations) Parents/guardians of the pick-up location.
6. Program staff may not leave until dismissed by the Program Coordinator or designee.

Transportation:

A transportation emergency is any accident involving a vehicle or bus occurring during the school day which affects individuals associated with Shore Educational Collaborative. The school day includes before- and after-school events, as well as any other events associated with Shore Educational Collaborative. The response procedure for a transportation emergency establishes a guide for the protection of life and property and for the avoidance of confusion in the event that a transportation emergency occurs at one of the Shore Educational Collaborative campuses.

Procedure:

Bus Accident

1. The vehicle driver will notify the Program Coordinator of the accident.
2. The Program Coordinator will activate the crisis management team.
3. The Program Coordinator will obtain a list of students who were in the vehicle.
4. The Program Coordinator will confer with the school nurse regarding special medical considerations for students involved in the accident.
5. The Program Coordinator will notify the Executive Director/Designee.
6. The Program Coordinator will send a school representative to the hospital or accident scene if applicable.
7. The Program Coordinator or designee will notify the parents of the students involved.
8. The principal will obtain a copy of the Accident Report from the police.

General accident:

1. Determine seriousness of the situation
2. Have a staff member stay with the victim
3. Notify school nurse, principal or designee and the police.
4. Notify appropriate safety personnel if necessary.
5. The Program Coordinator will activate the crisis management team if necessary
6. Identify witnesses.
7. Contact parents of those involved.
8. Staff notification, if necessary.
9. Send a school representative to the hospital or accident scene if necessary.

Weather:

In the event of severe weather conditions (i.e., hurricane, blizzard) every attempt will be made to keep students in school for the full day. If it is determined that worsening conditions would put students in jeopardy on campus, arrangements will be made for early release.

Procedure:

General weather:

1. The Program Coordinator will confer with local police and public works departments.
2. If severe weather is imminent, an alarm will be sounded to alert staff to move all clients, visitors and staff indoors.
3. The Program Coordinator will notify the Executive Director/Designee.
4. The safety coordinator will notify the transportation companies.
5. The Executive Director/Designee will notify the media (television, local cable channels, radio stations)
6. The Program Coordinator will update parents/guardians of the current situation, or to pick up their student at the school if busing is not an option. If a student is released to an individual other than a parent, ask to see identification and have the person write down the following: their name, the student's name, the time and their destination.
7. Program Coordinator will notify staff and students to prepare for dismissal except in the event of a tornado. Although a tornado is a rare occurrence, principals and staff should be prepared to house students for the duration of a tornado emergency. (See tornado procedure)
8. All available personnel will assist in contacting parents at the direction of the safety coordinator. See appendix.
9. The Program Coordinator will remain in the building until the last student has been released.

Communications/Media Relations

A coordinated effort to communicate to the media and the public is important. Depending on the nature of the emergency, different authorities will take the lead in providing the media with information.

Communications within and between the agencies involved will be continuous and as accurate as possible.

Communication during a Crisis:

- During a crisis situation, it is important to maintain open lines of communication among all persons and agencies involved.

The Executive Director/Designee's office serves as the point of contact for all communications during a crisis, in collaboration with Director's, Staff, etc; methods and messages will be determined.

- When civil authorities are on scene, the Executive Director/Designee, in consultation with the civil authorities on the scene, should establish a media spokesperson that will be responsible for all informational statements, written or oral, during and immediately after the crisis.

- Protecting the confidentiality of student, family and staff information **must be ensured** when giving statements to the media or public. *When providing information, the **NEED TO KNOW** concept, should be the rule.* This is important in a crisis where there is the possibility of a legal investigation or action.

- All questions from the public or media must be forwarded to the media spokesperson. It is imperative that all employees be made aware of this policy. Maintain a log of all phone inquiries for future reference.

- Establish a media information center **away** from the crisis scene.

- Executive Director/Designee should be at the command center during a crisis to provide information and aid in decision making.

Methods of Internal Communication:

It is imperative that there are reliable means for timely and effective communication at the Shore Educational Collaborative School. There are a variety of tools that may be used for communication:

1. **Walkie-Talkie:** Generally the most effective communication tool within the school campus.

2. **Telephones:** Both school-based land lines and cellular phones.

3. **Intercom Systems:** Intercoms, when available, provide the best means for relating information inside the buildings. If the intercom is a two-way communications device, students should know how to use the intercom in case of emergency involving the teacher.

4. **Computer Telecommunications:** E-mail or electronic bulletin boards may be used for sharing/updating information both within and outside to other administrators.

5. **Bullhorns/Megaphones:** Can be very effective for speaking to large groups.

- **Air horn:** An audible signal, such as an air horn, is only effective if staff is clear about what the signals mean.

Communication After A Crisis Has Been Resolved:

Once a crisis has been resolved, it is important for Administrators/Directors to continue to communicate with all groups that are part of or have an interest in the crisis.

1. People will talk about an emergency during and after the fact. When accurate information is not available, rumors will spread misinformation.

2. *Left unchecked, rumors can become more difficult to deal with than the actual crisis.* They may create a negative perception of the school's ability to manage an emergency, or a belief that the school cannot provide for the safety and well-being of the students and staff.

The most effective strategy for combating rumors is to provide facts as soon as possible. Some strategies that may be helpful include:

- Identify and notify faculty, staff and students of the nature of the crisis and the actions that were taken to remedy it. Meetings should be held with as many of these groups as possible before they leave to provide accurate information and updates.
- Persons from outside the school building will call for information. Calls are to be directed to the designated spokesperson only.
- It may help to hold meetings for parents/guardians of students involved in the crisis. Parents will want information related to the nature and details of the crisis and how it was handled, and they will want to know their children will be safe in the future at school.

    1. Tell parents exactly what is known to have happened. Remember to respect the confidentiality of students, parents and staff involved. Do not embellish or speculate.

    2. Listen to parent comments and concerns and be prepared to respond to them. This will help combat rumors and misinformation and will help restore parental trust in the school.

    3. Involve police, fire and the crisis intervention team as a part of the panel during meetings.

Media Relations

When dealing with the media in any situation, including an emergency or crisis, the primary spokesperson for the school is the Executive Director/Designee. No other person should respond to questions from the media, or anyone else, unless directed to do so by the Executive Director/Designee.

Dealing With the Media:

The primary goal in dealing with the media should be to keep the public informed about the crisis while maintaining the privacy of students and ensuring minimal disruption to the educational process. At no time will confidentiality standards be breached while relating information about the crisis (e.g., specific students injured, type of injury, etc.).

- **Request that reporters and camera crews remain off the school campus or at least away from the school building (to avoid further disruption of school).** If possible, designate a specific area on or around the campus for meeting with the media. If reporters do come onto the campus or into the building unexpectedly, either escort them away from the school or, if necessary, into an office to avoid contact with students. In the case of a crisis that involves the police coming on campus, they will assist with controlling media access to the school.

- **As soon as possible, prepare a written statement for release to the media.** This statement should clearly state the basic facts of the crisis and the actions taken by the school. In preparing the statement, try to anticipate what some of the questions will be and have prepared responses. (The media will want to know who, what, when, where, why and how). Having a prepared statement will ensure that all media outlets get the same information and will avoid "ad libs" and/or the accidental release of confidential or inaccurate information.

- **In the event that the crisis involves a police investigation, do not release ANY information about the incident without also clearing it through the police department supervisor at the scene.** The crisis command center personnel may determine to have a local police, fire, state or federal agency member be the official spokesperson during and immediately after the crisis.

Tips for the Media Spokesperson:

When speaking directly with the media, the following suggestions will help ensure clear and effective communication:

- Have a prepared statement ready to read at the onset of a crisis.

- Answer each question directly, and then remain silent.

- If several questions are asked at once, clearly answer one question before being pressured to move on to another. Do not go into too much detail to answer the questions.

- **Never** talk to a reporter "off the record."

- Attempt to avoid answering questions with "No comment." The reporters may report that you wouldn't answer certain questions. Instead, respond with answers like:

  “I can't answer that question because of confidentiality.”
  “I can't answer that question right now, but I will let you know as soon as I can.”
  “I don't know that answer, but I will find out and let you know.”

Once you provide a written statement to the media, keep a written media log of to whom you have spoken and what information was given him/her. This allows you to track what information you have released and to whom you have released it.

APPENDIX

Attachment A. COMMAND CENTER

In situations not requiring a building evacuation, the command center will be **Administrative Board Room.**

If the building is evacuated, an exterior command center will be at the **TBD.**

Exterior command center locations will be in an area that is a safe distance from the building and away from travel lanes being used by responding emergency vehicles.

Attachment B. CHAIN OF COMMAND IN AN EMERGENCY

It is extremely important that command positions are clearly defined and understood in any emergency situation. Command will be delineated by the specific circumstance of the incident and by the available personnel at the scene. Command positions will follow the provisions of the Incident Command System (ICS), as prescribed under the National Incident Management System.

Incident Command will typically commence with the Executive Director/Designee, or if he/she is not available, the chain of command is as follows:

1. Executive Director, Kristin Shaver
2. Assistant Executive Director, Barbara Galatis
3. Finance Manager, Natalie Pena

If the incident expands to include outside agencies, such as the Police and Fire Departments, the ranking on-scene member of the lead agency may assume Incident Command. In complex incidents, a system of Unified Command will be established, with all participating organizations collectively making command decisions.

During a drill or an emergency, the Chain of Command is as follows:

1. The Executive Director/Designee is in charge of the school's operations.
2. Teachers are in charge of their students; classroom or specialty aides do not to take charge of students.
3. Aides and Administrative Assistants work under the direction of the Executive Director/Designee.
4. School nurses work under the direction of the Executive Director/Designee.
5. Facility Director works under the direction of the Executive Director.

Attachment C. COMMUNICATION AND NOTIFICATION

It is likely that the fire alarm system will be operational in most emergencies during which inside-the-building announcements need to be made. If it is not operational, communication will be either by the phone system to each teacher or by battery powered portable speakers or megaphones.

Communication between the staff and the office staff will be by portable radio ("walkie-talkies"). If the telephones are working, we will use the telephone system. Do not use Cellular phones.

Attachment D. CRITICAL INCIDENT TEAM MEMBERS

Kristin Shaver, Executive Director
Office: 857-776-6872 Cell: 781-853-1614
Work email: kshaver@shorecollaborative.org

Natalie Pena, Director of Finance
Office: 857-776-6855 Cell: 978-304-2728
Work email: npena@shorecollaborative.org

Kate Dufort, Director of Adult Services:
Office: 978-790-8216 Cell: 978-790-8216
Work email: kdufort@shorecollaborative.org

Lorraine Rebidue, Woburn Program Director:
Office: 781-503-5770 Cell:
Work email: lrebidue@Shorecollaborative.org

Michelle Amero, Peabody Program Director:
Office: 978-839-3000 Cell: 978-697-3502
Work email: mamero@Shorecollaborative.org

Donna Carrington, Chelsea Program Director:
Office: 857-776-6863 Cell: 781-405-4643
Work email: dcarrington@Shorecollaborative.org

Barbara Galatis, Executive Assistant to the Director:
Office: 857-776-6817 Cell: 617-997-6372
Work email: bgalatis@shorecollaborative.org

Jace Arrington, Facility Director:
Office 857-776-6817 Cell: 617-828-8066
Work email: jarrington@shorecollaborative.org

Lisa Hunt, Student Service Co-Director:
Office 617-370-6228 Cell:617-212-8173
Work email: lhunt@shorecollaborative.org

Cathy MacNeil, Student Service Co-Director:
Office 617-370-6229 Cell: 617-590-8829
Work email: cmacneil@shorecollaborative.org

Jen Murphy, Student Service Coordinator:
Office 617-370-6270 Cell: 617-750-6121
Work email: jmurphy@shorecollaborative.org

Attachment E. STAGING AREAS:

Critical Incident Team Command Post:

The area in which the Critical Incident Team will base its operations:

Primary Site: **Administration Board Room**
Alternative Site: **Professional Development Room**

Public Safety Command Post:

The area in which law enforcement will base its operations:

Primary Site: **Administration Board Room**
Alternative Site: **Professional Development Room**

Media Area:

The area at which local media will be instructed to gather:

Primary Site: **Exercise Facility**
Alternative Site: **Small Parking Lot**
Site for Post-incident briefing: High School?

Student Assembly Areas:

All students must be directed to this area when the **incident is over**. All students must be accounted for prior to any students leaving the campus.

Primary Site: **Shore Educational Collaborative School Campus**
Alternative Site: **Our Lady of Grace**

Transportation Area:

In the event of a critical incident, the regular bus loading area may be unavailable. An alternative site should be selected.

Primary Site: **Shore Educational Collaborative School Campus**
Alternative Site:

Parent/Guardian/Relative Area:

No one will be allowed through the law enforcement perimeter set up outside the school until the law enforcement agencies can safely permit it. Once they are allowed inside, all parents/guardians can sign students out at that time and only in that location.

Chelsea Location:
Primary Site: **Shore Educational Collaborative Campus**
Alternative Site: **Our Lady of Grace**

Peabody Location:
Primary Site: **Shore Educational Collaborative Campus**
Alternative Site: **Peabody Marriott**

Woburn Location:
Primary Site: **Shore Educational Collaborative Campus**
Alternative Site: **Woburn Hilton**

Attachment F. FACILITIES ACTIVITIES DURING EMERGENCIES

Power requirements:

- Utility shutoff maps.
- Water main valves location.
- Gas main valves location.
- Electrical panels.
  First Floor Owens School electrical Panels
  Second Floor Owens School electrical Panels
- Floor plans.
- First Floor Owens School Door Locks
- Second Floor Owens School Door Locks

HVAC requirements:

- Shutdown procedures.
- Establish emergency ventilation/Air conditioning.
  1. Prepare portable Air conditioning units stored in the basement.
  2. Ensure vent tubes are exhausted out.
  3. Place portable fans around perimeter for air circulation.
- Prepare basement for occupation.

Security requirements:

- Securing the building exterior.
  1. Ensure all exterior doors are secure and accessible from the inside.
  2. Lock all entrance gates to the parking lot and post a sign regarding Lockdown instructions and contact person.
  3. Post lockdown instructions and contact person on major entrance doors.
  4. Monitor security cameras and install new VCR tape in recorder
- Securing the building interior
  1. Monitor all common areas and hallways. Direct students and staff to safe locations.
  2. Check fire panel to ensure all monitoring devices active. Notify ICS commander of status.
  3. Shutdown automatic controls for all exits
  4. Process for entrance and exit of people.

Communication with ICS:

- Process for establishing security requirement.
- Checklist of critical items.
- Security posting locations.

Deployment of emergency equipment:

Attachment G. RESOURCES:

- *Crisis Manual for Staff,* Norwood Public Schools, Norwood, Massachusetts. 2002-2003.
- *Crisis Response Box, Partnering for Safe Schools,* Bill Lockyer, California Attorney General, Delaine Easton, California Supt of Public Instruction, 1999.
- *Critical Incident: What to Do in the First 20 Minutes,* Videocassette. North Carolina Department of Crime Control and Public Safety/Governor's Crime Commission. 2002.
- *Critical Incident Response Booklet*: *Recommendations to Schools, Law Enforcement and Emergency Responders for Putting Together the Tools they Need to Respond to a Crisis,* North Carolina Department of Crime Control and Public Safety/Governor's Crime Commission. 2002.
- *Critical Incident Response Plan for Cumberland High School,* Cumberland Police Department, Cumberland, Rhode Island. 2000.
- *Developing an Emergency Response Plan for your Schools,* Massachusetts Statewide School Emergency Planning Council, Mass dept of Public Health, 2000.
- *Emergency Management Plans*, City of Providence, Prepared by the Providence School Department. 2008.
- *Emergency Operations Plan*, City of Providence, Prepared by the Providence Emergency Management Agency. 2003.
- *Emergency Procedures,* Lowell Public Schools, Lowell, Massachusetts. 2007.
- *Emergency Procedures,* New Hampshire School Boards Insurance Trust, New Hampshire. 2002-2003.
- *Emergency Protocols,* Arlington Public Schools, Arlington, Massachusetts. 2002-2003.
- *Emergency Response to Critical Incidents,* Saugus Public Schools, Saugus, Massachusetts. 2002-2003.
- *Emergency Response Protocol,* Billerica Public Schools, Billerica, Massachusetts. 2002-2003.
- *Emergency Response Plan,* Salve Regina University, Newport Rhode Island. 2010.
- Federal Emergency Management Agency, Emergency Management Institute, *Multi-Hazard Program for Schools,* Washington, D.C., 2009.
- Federal Emergency Management Agency, Incident Command System. www.fema.gov/emergency/nims/IncidentCommandSystem
- Federal Emergency Management Agency, *Risk Assessment Guides*, Washington, D.C., 2008.
- *Homeland Security Advisory System Recommendations for Schools,* located at www.redcross.org/services/disaster/beprepared/hsas/schools.pdf, American National Red Cross, 2002.
- *Incident Management Procedures,* Winchester Public Schools, Winchester, Massachusetts. 2008.
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- *Model Marin County School Emergency Disaster Preparedness and Incident Plan,* Marin County Office of Education – Emergency Services, California. 1997-2002.
- National Association of Attorneys General Report on School Violence, 2007.
- National Fire Protection Association, Emergency Evacuation Planning Information, 2008.
- *Quick Reference Guide for School Crisis Management,* Los Angeles Unified School District, Safe Schools Center, 2010.
- *Quick Response: A Step-by-Step Guide to Crisis Management for Principles, Counselors, and Teachers.* Educational Service District 105, Department of School Health and Safety, Yakima, Washington. 1997.
- *Recommended Emergency Supplies for Schools,* located at www.redcross.org/disaster/masters/supply.html, American National Red Cross, 2010.
- *Report of Governor Bill Owens's Columbine Review Commission,* 2001.
- *Report to the President on Issues Raised by the Virginia Tech Tragedy.* 2007,2009.
- *School Crisis Staff Handbook,* Stoughton Public Schools, Stoughton, Massachusetts. 2002-2003.

- *School Safety Manual,* Westwood Public Schools, Department of Student Services, Westwood, Massachusetts. 2007-2008.
- *School Safety and Security,* National Crime Prevention Council, 2006.
- *School Threat Assessment and Response System: Special Commission on School Violence Pilot Program Status Report and Findings,* North Eastern Massachusetts Law Enforcement Council, 2000.
- *Status of School district Planning and Preparedness,* US Government Accountability Office, testimony before the Committee on homeland Security, House of Representatives, 2007.
- *Trauma within the Providence School Community: A Crisis Intervention Plan,* Providence School Department, 1998.
- *Universal Precautions for School Settings,* Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection/AIDS Early Childhood Settings, Boston, Massachusetts. 1989.
- U.S. Department of Education, Office of Safe and Drug-free Schools, *Practical Information on Crisis Planning: A Guide for Schools and Communities,* Washington, D.C., 2010.
- U.S. Department of Education, Office of Safe and Drug-free Schools, *Action Guide for Emergency Management at Institutions of Higher Education,* Washington, D.C., 2009.
- U.S. Department of Education, *Guide to School Vulnerability Assessments,* Washington, D.C., 2008.
- U.S. Department of Education, Office of Safe and Drug-free Schools, National Clearinghouse for Educational Facilities, Washington, D.C., 2007.
- US Dept. of Homeland Security, Ready Campaign, Emergency Supply Kit Checklist, 2010.
- US Dept. of Homeland Security, Preparing Makes Sense, Get Ready Now, 2010.
- U.S. Secret Service and the U.S. Department of Education, National Threat Assessment Center and the Office of Safe and Drug-free Schools, *Threat Assessment in Schools*: *A Guide to Managing Threatening Situations and to Creating Safe School Climates,* Washington, D.C., 2002.
- U.S. Secret Service and the U.S. Department of Education, National Threat Assessment Center and the Office of Safe and Drug-free Schools, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States,* Washington, D.C., 2007.
- West Warwick, Rhode Island, Deering Middle School Catastrophic Emergency Procedures, 2008

Attachment H. FLOOR PLANS

SECTION 7

EMPLOYMENT & PERSONNEL POLICIES

CORPORATE RESPONSIBILITY & LEGAL REQUIREMENTS

Shore Educational Collaborative is committed to integrity, honesty, high ethical standards in service provision, business transactions, and the comportment of its employees, leaders and directors. These values are communicated to our stakeholders and business associates in a variety of ways, most importantly, through the high quality education and services that we deliver and the safe and clean facilities that we operate.

Long before an independent audit was required, Shore engaged an independent auditing firm on an annual basis to conduct a financial audit as well as an audit of its internal controls and processes. As part of this process, interviews are conducted with a sampling of employees to "test for" fraud or opportunities for fraud to occur. To date, there have been no material findings in this area.

Shore does not tolerate mistreatment, including negligence, of students and adults; dishonesty; theft; fraud; hostile or disrespectful speech or behavior; or any other conduct that violates ethical, legal or corporate citizenship codes or standards. Any person who witnesses or suspects wrongdoing should immediately report this to any administrator with whom they feel comfortable. There will never be disciplinary or any other retaliatory action taken for reporting. Allegations will be investigated by the Executive Director or by an independent investigator if circumstances warrant this.

Legal Requirements

Shore will follow all applicable laws and regulations that pertain on the local, state and federal levels. In the event that a legal action or dispute is brought against Shore, the Executive Director should be notified. For example, arrest or search warrants, restraining orders, subpoenas, summons, custody orders, or litigation regarding any employee, individual, student or Board member of Shore should be conveyed to the Executive Director as soon as possible. It is the Director's responsibility to notify the Board Counsel and Chairperson.

Informed Consent

Individuals served who are presumed competent will be given complete information, including risks, if any, associated with the issue/decision for which consent is sought. Legal documents signed by individuals while at Shore or pertaining to Shore should be witnessed by a third person (other than the individual and the person seeking consent.)

Marketing and Media Interactions

Shore's best marketing is through the behavior that we demonstrate in the community and in dealing with the public. Employees should exemplify high standards at all times and assist individuals and students to do the same in order to represent Shore and the diverse people we serve in the best light possible. Similarly, marketing materials (printed or digital) should portray our individuals favorably, omitting any objectionable or questionable content. The privacy of our individuals and students is of prime importance; therefore all appropriate consents must be obtained prior to sharing or publishing identifiable information.

Requests for information from any media outlets, should be referred to the Executive Director. The Executive Director, Assistant Executive Director, Chairperson of the

Board and Board Counsel are the only persons authorized to speak on behalf of Shore as an organization.

Business and Contractual Relationships

Shore will adhere to all regulations and laws pertaining to procurement of goods and services and entering into contracts. Shore will ensure that at least one Leadership Administrator is certified as a Procurement Officer and ensures compliance with all 30B regulations. Contracts are reviewed by legal counsel and signed only by those Executive Officers whom the Board has designated this authority.

Gifts, Gratuities, Business Associates, Conflicts of Interest

With regard to gifts, gratuities, related parties, conflicts of interest, etc, Shore follows all regulations set by the Massachusetts Ethics Commission for state and municipal employees and entities. At any point that circumstances are unique or the rules unclear, employees should contact the state Ethics Board to obtain a ruling on their individual situations.

Hiring Procedure – Student Services

Shore Educational Collaborative

201 Crescent Ave, Chelsea, MA 02150
857-776-6875
www.shorecollaborative.org

Dear Coordinators and Hiring Supervisors,

The following highlights are intended to guide you through the process of hiring both temporary and ongoing employees (not consultants, contracted employees, nor interns) once recruitment has been authorized by Administration.

First, you and your supervisor should consider how far and wide the position needs to be posted and the best approach for recruiting for the particular position. All student service postings will be distributed in accordance with our union agreements and will be posted on School Spring unless specifically requested to be "internal only." Please discuss additional postings and paid advertisement with Human Resources (HR) as applicable for the position.

Please note that on an ongoing basis, candidates may apply directly to Student Services (SS) or through Administration. However, it is our goal to track applicants and provide a timely acknowledgement of receipt of all applications and resumes.

- If candidates submit an application directly to Student Services, please remind them to keep the top page of the packet which is an acknowledgment letter. It includes a gentle request not to call for application status reports. Please forward the original to HR immediately for processing and HR will return it as soon as possible if you have any vacancies at the time.

- If you receive a letter of interest and/or resume directly, rather than from HR, please forward it to HR immediately so that we may send an acknowledgement. The resume will be returned to you as soon as possible if you are actively recruiting.

Should candidates indicate on their application and/or at any time during your conversations that they had previously interviewed and/or worked for Shore, please contact HR before proceeding to the next phase of the process so that we may review their record and confirm that they are eligible for hire/re-hire/transfer. (Please note, SS employees you have previously worked with may not be automatically eligible for re-hire and usually require updated background checks as well. Please contact HR before making a conditional job offer.)

HR will forward all resumes/applications directly to the hiring supervisor if only one supervisor is hiring for a particular position and/or the applicant is clear about the position desired. Otherwise, general applications will be shared with all hiring managers (e.g. all managers with paraprofessional openings at that time) in a single email so each is aware and can coordinate.

Materials for applicants not considered for hire should be returned to Human Resources with a completed Applicant Tracking Cover Sheet or forwarded back via email with a brief note consistent with the categories on the tracking sheet (e.g. other stronger candidates.)

The following outlines the steps to proceed with the hiring process for applicants in which you are interested. An applicant checklist is attached to ensure that you are able to gather all necessary paperwork at each stage of the process.

1. **Initial Screening –** The following materials will be requested from all interested applicants:

*Letter of Interest/Cover Letter
*Resume
*Copy of Appropriate Professional Licensure (if applicable)

If there is any indication that the candidate had prior experience with Shore, including current employee transfer requests, and materials were not forwarded directly from HR, please contact HR to review this history and eligibility for consideration.

Additionally, if candidates you wish to interview have indicated out of state residency in their experience, please contact Human Resources for implications regarding out of state CORI checks. Some states require specific applications be signed in which case, it would be helpful to be able to research this prior to the interview.

2. **Interview** – You will determine which applicants may be a possible match for the criteria you and your supervisor have established and interview accordingly. In certain circumstances, supervisors may request that they or others be part of the interviewing process.

The checklist includes materials to be provided to and gathered from the applicant during the interview process.

Please note: Resumes may be attached and referenced in the body of the application so long as the application is otherwise completed and signed.

Please discuss the documentation requirements indicated on the checklist with applicant;

* make sure all materials are completed and signed;
*copy professional license(s) as applicable;
*attach copy of official identification to the CORI;.and
*note if the applicant is expected to provide a suitability letter and/or be fingerprinted.

3. Assessment of Candidates – After the interview, please review all information gathered to date about your top candidates: applications, interview notes, etc and then contact and document three professional references (beginning with top finalist and only continuing for others if needed to make a decision between or among finalists.) Please note, one of the references should be provided by a supervisor, preferably a supervisor in an educational or human service related setting.

When you've made your decision, please discuss your recommendation with your supervisor, including estimated salary step, <u>pending verification</u>.

(Please be sure the candidate understands that s/he will be paid on Step 1 of the Scale until verification is received. Experience verification is due within 30 days of hire and will be effective retroactively to date of hire if received within the 30 days. Any verification received after 30 days will not be considered unless a request to extend the deadline is sent to HR prior to the conclusion of the 30 day established timeframe.)

Once you've obtained your supervisor's authorization to proceed, please send all original documentation completed to Human Resources and a CORI will be run. Keep checklist for now.

4. Follow-up after CORI: making a Conditional Job Offer – Human Resources will notify you concerning the determination upon review of the CORI and again upon completion of the full background check at which time a conditional job offer may be made pending satisfactory completion of administrative requirements to include:

Initial and Ongoing Copy of Required, Current Licensure if applicable
I-9 and required documentation
Initial and Ongoing Conflict of interest policy training certification
Physician's Statement
Receipt of official transcripts as applicable

Candidates should be asked at that time to bring two of the required forms of identification for the I-9 with them on their first day.

If MA CORI is satisfactory and special circumstances have been authorized by the Executive Director, you may make a conditional job offer and tentative start date prior to completion of the National Background Check and SORI.

Without the Executive Director's case by case authorization, however, offers while still conditional pending several factors should not be made until HR confirms completion of the background check.

Please note, our present system provides only for salary estimates pending verification of related experience. Any candidate wishing to confirm this prior to accepting a position will be required to provide official verification in a timely manner so as not to delay your recruitment.

5. **Notifying Human Resources –** Once a candidate has accepted a conditional job offer, please notify HR of anticipated start date, schedule a tentative orientation (averaging 1 to 1/12 hours,) and/or brief appointment to sign I-9 on the first day, and forward Application Checklist. When given sufficient notice, a conditional offer letter will be mailed to the employee's home.

6. **Confirming a Start Date –** Once Background Checks are completed, HR will confirm the employee's eligibility, and ask you to confirm the start date and schedule an orientation.

8. **Return of all other applicant materials to HR –** Once a candidate is confirmed, please return all remaining ORIGINAL materials, including the application checklist with an Application Tracking & Return to HR Form completed for all other candidates. If a candidate was reviewed previously and already has an Application Return to HR cover sheet, please complete another with your own opinions so we can include all points of view.

Shore Educational Collaborative
Student Services Application Checklist – All Originals Sent to HR

Applicant Name:_____ **Hiring Supervisor:** _____

Initial Screening of Resumes & Applications

1. _____ If application/resume is of interest, first check if candidate was forwarded from HR and/or indicated prior experience with Shore. If HR is not aware of candidate or applicant indicates prior experience with Shore, please contact HR before proceeding.
2. _____ Confirm required licensure (if not enclosed, request it be brought to interview.)
3. _____ If applicant indicates past or present out of state residency, please contact HR.

Interview **–** Upon arriving for interview, applicant should receive the following materials

4. _____ Employment Application – signature required – Date of Application: ___/___/___
   (If prior experience with Shore, contact HR before proceeding to references.)
5. _____ Release for References (3 copies provided) – signature required on each
6. _____ Shore CORI Release Form – signature and photo-identification required
7. _____ Shore Fingerprinting Packet with Shore's Provider Identification Code (0564-000)
   Please ask which is expected & note: ___ Suitability Letter ___ FBI Fingerprinting Report
   Remind Candidate to keep fingerprinting receipt until process is completed.
8. _____ Physician Statement of Employee Fitness for Work (due in 30 days)
9. _____ Explain Experience Verification Process
10. _____ Share benefits brochure (Please update each new Fiscal Year.)

Please also confirm that the applicant has the necessary credentials for the position:

11. _____ Copy of Professional Licensure Attached (Please also check expiration date)
12. _____ Official Sealed Transcripts will be required within 30 days of hire to verify education either for minimum position requirements or educational stipend.

Assessment of Candidates

13. _____ Reference Check Documentation (3 Professional References/One of which Supervisor)
14. _____ Executive Director Approval to make Conditional Offer & Salary Step Estimate _____
15. _____ Send All Above Originals to HR; **await confirmation of eligibility for offer**

Conditional Job Offer Details: A conditional offer may be upon completion of background check,

16. _____ Ask Candidate to bring 2 forms of ID on first day to complete I-9.
17. _____ Confirm Anticipated Start Date with HR and Schedule Orientation and/or appointment on first day to complete I-9, take photo for ID badge, get parking permit, etc.
18. _____ Complete Offer Details:

Offer Date & Time: _____ Acceptance Date & Time: _____

Start Date: ___/___/___ Program: ___ 105 ___ 3 05 ___ 315 ___ 325 ___ Other _____

Position: ___ Paraprofessional ___ Teacher ___ Other _____
Shift: ___7:30 – 2:30 (35.5) ___7:30 – 3:00 (37.75) ___7:30 – 3:30 (40)
If Part Time, please specify schedule per day and total hours per week:

19. _____ Encourage Candidate to begin working on Experience Verification
20. _____ Return this final checklist to HR prior to employee start date
21. _____ All applications for this position returned to HR with comment or check here ___if passed on with cover sheet to another hiring manager.

Shore Educational Collaborative Policy concerning Background Checks Required by the Department of Elementary and Secondary Education (DESE)

Policy Governing Fingerprint-Based Criminal History Record Information (CHRI) Checks Made for Non-Criminal Justice Purposes

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

I. Requesting CHRI checks

Fingerprint-based CHRI checks will only be conducted as authorized by M.G.L. c. 71, §38R and 42 U.S.C. § 16962, in accordance with all applicable state and federal rules and regulations, and in compliance with M.G.L. c. 6, §§ 167-178 and 803 CMR §§ 2.00, *et seq*. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment [e.g., fingerprint vendor web site address, Shore Provider Identification Number (Provider ID)].

All Shore Educational Collaborative (Shore) employees hired to work in the Student Services Division, Facilities, Information Technology, Clerical and Human Resources Departments will be required to satisfy a fingerprint-based CHRI check as a condition of employment.

Volunteers, student interns, consultants, subcontractors and their employees may be subject to this requirement as well. In determining whether to conduct a discretionary fingerprint-based background check Shore will consider the likelihood of direct and unmonitored contact and the duration of such potential contact among other criteria.

II. Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Title 28, U.S.C, § 534, Pub. L. 92-544 and Title 28 C.F.R. 20.33(b) provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Drafted based on DESE Model Policy

III. Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

IV. Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes **only**:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in confidential Human Resource Department CHRI files.

When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the Human Resources Department.

IV. CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at Shore will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

V. Determining Suitability

In determining an individual's suitability, the following factors will be considered:

a. the nature and gravity of the crime and the underlying conduct,
b. the time that has passed since the offense, conviction and/or completion of the sentence,
c. the nature of the position held or sought,
d. the age of the individual at the time of the offense,
e. the number of offenses,
f. any relevant evidence of rehabilitation or lack thereof.

A record of the suitability determination will be retained. The following information will be included in the determination:

a. The name and date of birth of the employee or applicant;
b. The date on which the school employer received the national criminal history check results; and,
c. The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

VI. Relying on Previous Suitability Determination.

Consistent with the provisions of *603 CMR 51.06* Shore may choose to rely upon a favorable suitability determination made by another school employer if the following criteria are met:

(a) The suitability determination was made within the last seven years; and
(b) The individual has not resided outside Massachusetts for any period longer than three years since the suitability determination was made; and **either**
(c) The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
(d) If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation **that the individual is still deemed suitable for employment by the initial school employer**.

Documentation of Reliance on a Previous Favorable Suitability Determination.

In any instance where Shore relies on a suitability determination made by another school employer or **by the Department of Elementary and Secondary Education**, Shore will retain the following documentation:

(a) A copy of the documentation received from the school employer **or agency** that made the relied-upon suitability determination, and
(b) Documentation establishing that the individual met the criteria of 603 CMR 51.06 (3) (a), (b), and **either** (c) or (d).

VII. Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, Shore will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;

- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances, typically not more than ten business days to correct or complete the CHRI.

VIII. Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

1. Subject Name;
2. Subject Date of Birth;
3. Date and Time of the dissemination;
4. Name of the individual to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. The specific reason for the request.

IX. Reporting to Commissioner of Elementary and Secondary Education

Pursuant to M.G.L. ch 71, § 71R and 603 CMR 51.07, if Shore dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, Shore shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record check results. Shore shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(1) to the Commissioner.

Pursuant to M.G.L. ch 71, § 71R and 603 CMR 51.07, if Shore discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to 603 CMR 7.15(8)(a), Shore shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether Shore retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(2) to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

TITLE: HEALTHY BOUNDARIES FOR SCHOOL STAFF

GUIDELINES:

More than ever, students need healthy, clearly defined relationships with adults to feel safe and to develop into competent and responsible human beings. As educators, you are role models – not their friends, their confidantes, or surrogate parents.

Your professional behavior, values, and responsibilities – both in and outside of school – are more important than popularity among students or a need to please others. Remember that your competencies are in teaching and providing related services such that students receive an excellent, well-rounded education.

IN SCHOOL

- ***Follow the Internet Use Policy***. Remember that any emails sent on a school computer can be retrieved. Emails can be considered public documents. Internet activity on a school computer can be tracked.

- ***Use caution with self-disclosure about your personal life.*** Discretion is important.

- ***Avoid being alone with students.*** One-on-one tutoring should be done in a public place like a library. Leave your door open when conferencing whenever possible. Avoid letting students "hang out" in your room.

- ***Be advised to be consistent in your treatment of students***. Do not make exceptions for a favored few. Do not advocate on students' behalf to bend policies.

- ***Consider whether it is appropriate to touch a student***. Maintain a professional demeanor to avoid misinterpretation.

OUTSIDE SCHOOL

- ***You are a private citizen, but you are also always an educator.*** Your out-of-school conduct can affect your job security. The line between our public and private lives is less clear, so what you post on a blog, on your MySpace page, on Facebook, or other site, can be accessed by students.
- ***Be careful in extending your contact with students outside of school***. Do not send text messages or IMs, invite students to your house or allow them to show up. Do not drive individual students in your car. Do not give personal advice about boyfriends or girlfriends. Always be careful when sending emails.

STAYING WITHIN BOUNDARIES

- ***Don't be afraid to correct inappropriate behavior.*** Remind students of the limits of your relationship as a staff member. Reaffirm the helping nature of the relationship. Make a plan for getting the student appropriate help. Immediately report any incidents of behavior or comments by students that might be misinterpreted later; don't let situations escalate.

- ***Be friendly, not a friend.*** Conversations with students should be warm and caring and provide support for their learning and growth. Relationships should be centered on school goals, events and activities. Student-teacher conduct should be appropriate and understood by the general population – not laced with "inside" references.

- ***Support the school culture of professionalism***. Do not ignore situations. Help create a culture of intolerance for inappropriate behavior on the part of other staff. Letting incidents slide sends the message that you believe such behavior is acceptable. Always report incidents of inappropriate behavior to your supervisor and do not hesitate to address others when you consider their behavior questionable.

THE LAW STATES….

Massachusetts law requires school superintendents and other administrators to report to the Commissioner of Education in writing wherever a licensed educator is dismissed, not renewed, or resigns after committing misconduct that might warrant revocation or other limitation of the educator's license. Administrators should also report professional misconduct by educators who are not licensed. Such reporting will ensure that if that educator later seeks licensure, the Department will be aware of past events. In appropriate cases, the Department may refer the matter to other authorities as well.

Please note that this reporting requirement is separate from the duty of a school administrator or other mandated reporter under the child abuse law, MGL c. 119, § 51A, to report suspected child abuse or neglect immediately to the Department of Children and Families, regardless of whether the suspected perpetrator is an educator.

So please be mindful of these guidelines for appropriate interpersonal boundaries.

Adapted from documents of the Natick Public Schools, Martha's Vineyard Public Schools, and Commissioner Chester's "Reminder about Requirement to Report Educator Misconduct", April 22, 2009

Shore Educational Collaborative
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. Complainant 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 Educcational 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.

Shore Educational Collaborative
SEXUAL HARASSMENT/ TITLE IX POLICY

Definitions

In the employment context, 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.

In the educational context, 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)

Shore 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 will then contact the complainant within two 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 will document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents will 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 will 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:

Amaber De Los Santos, Director of Human Resources
201 Crescent Ave Chelsea, MA 02150
857-776-6853
adelossantos@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 program Director/Coordinator, 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/program and general area(s) 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 Shore.

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 Shore. Additionally, Shore has discretion to dismiss a formal complaint where the passage of time would result in Shore's inability to gather evidence sufficient to reach a determination regarding responsibility, or when Shore loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by Shore).

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 Shore must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. Shore will 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 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, Shore 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 includes 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 informs 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. It is important to note that Shore's written notice informs the parties that knowingly making false statements or knowingly submitting false information during the grievance process. Additional action and/or investigation may be needed should knowingly misleading statements either verbally or in writing are made.

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

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator must 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 five (5) 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, and located in a locked file the Shore administrative offices.

If the complainant is not satisfied with the resolution from the informal process, or if they do not choose informal resolution, then they 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 themself in either role, 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 are 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. Shore 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, Shore 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) Shore'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 Shore 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 Shore's conclusion that its response was not deliberately indifferent.

Training
Shore will ensure that Title IX Coordinator(s), 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.

Shore 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.

Shore 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 the school district's website.

Appeals
Any party may appeal the decision in writing to the Superintendent within fifteen (15) 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.

Shore 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 current chair of the Shore Board of Directors 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 Chair of the Shore Board of Directors:
Paul Ruseau, Chairperson Shore Board of Directors
pruseau@shorecollaborative.org

External Grievance Procedure

Any student, parent or employee who chooses not to use Shore's internal grievance procedures or who is not satisfied with Shore'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 District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District 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 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.

Important links to file a complaint, address retaliation or dissatisfaction with a decision:

Discrimination Complaint form:
https://docs.google.com/forms/d/e/1FAIpQLSfeC3Z28wHcHoBFWorDUq1MkNhot0LLRIhfIUQHf3uHxwvRQ/viewform?vc=0&c=0&w=1&flr=0&gxids=7757

Retaliation & Dissatisfaction (Grievance) Form:
https://docs.google.com/forms/d/e/1FAIpQLScvL-uZYx5brRf_IS6WHYf34nfYgXcqfVR

FX9t2Q6D2TV-aQ/viewform?vc=0&c=0&w=1&flr=0&gxids=7757

If you have difficulty with either link, please email Dr. Patricia Mason and the form(s) will be shared directly.

SHORE EDUCATIONAL COLLABORATIVE

Student Services Division

PERSONNEL POLICIES AND EMPLOYEE INFORMATION

THIS HANDBOOK IS INTENDED FOR USE AS A GUIDE BUT DOES NOT INCLUDE ALL POLICIES OR PROCEDURES OF THE SHORE EDUCATIONAL COLLABORATIVE AND DOES NOT SUPERSEDE THE LANGUAGE IN COLLECTIVE BARGAINING CONTRACTS. NOTHING IN THIS HANDBOOK IS INTENDED TO CONSTITUTE OR IMPLY A CONTRACT AND CHANGES AND REVISIONS WILL BE MADE PERIODICALLY. IF YOU ARE AN AT WILL EMPLOYEE, IT IS DISTINCTLY AND EXPRESSLY UNDERSTOOD AND AGREED UPON BETWEEN EMPLOYEE AND EMPLOYER THAT THE DURATION OF EMPLOYMENT IS UNSPECIFIED AND SOLELY RESTS IN THE DISCRETION OF THE COLLABORATIVE. THIS MEANS THAT YOUR EMPLOYMENT CAN BE TERMINATED AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE.

SHORE EDUCATIONAL COLLABORATIVE IS AN EQUAL OPPORTUNITY EMPLOYER.

APPROVED BY THE SHORE EDUCATIONAL COLLABORATIVE BOARD OF DIRECTORS
04/01/2001

Revised: September, 2025
Student Services Division

WELCOME TO

SHORE EDUCATIONAL COLLABORATIVE!

A new job is a new adventure. Our Employee Handbook is designed to help you negotiate that new adventure and to assist in clarifying what you can expect from the agency and what we expect of you.

Our first and most important mission is to provide the best education possible to the students enrolled in our programs. This means that all employees should focus their individual and collective energy on being present, available, and engaged with students or activities related to their education. Maintaining high academic and educational standards can only be achieved if individuals and teams recognize that it requires high energy, consistent initiative and an ability to commit to being part of the development and implementation of ventures. The success, reputation and growth of any business are dependent on the performance and professionalism of its workforce.

The Shore Educational Collaborative administration and Board of Directors also know that employers must provide support and flexibility to employees. A well-run agency assists employees so they can achieve continual growth and balance in their professional and personal lives. We strive to achieve both and will support any employee who is diligently seeking that balance through hard work, a commitment to learning, and an ownership in the success of the programs.

Please familiarize yourself with this information and know that help and clarification are a phone call away. Let us know how we can be of assistance.

Again, Welcome to Shore!

Kristin Shaver
Executive Director

Revised: September, 2025
Student Services Division

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ATTENDANCE

Revised: September, 2025
Student Services Division

Attendance/Time Sheets

All employees are required to sign in and out on the Employee Time Sheet upon arriving at and leaving work. Arrival and departure times must be recorded accurately, including late arrivals or early departures.

1. Each employee in each program will complete a portion of the Employee Time Sheet. Each employee must sign the Employee Time Sheet at the end of each week to verify the accuracy of the time reported. Employees are responsible for the accuracy of time recorded and should review the hours recorded for each day to insure that they are correct before the completed document is forwarded to the Educational Coordinator for review and signature.
2. All employees not regularly scheduled to be at a specific site are required to submit a weekly schedule to their Educational Coordinator/Division Director each Friday for the upcoming week. A copy of this schedule will be maintained at the Chelsea Office Reception Desk for the purpose of locating staff.
3. Following review and approval by the Educational Coordinator, Employee Time Sheets are reviewed and approved by the Director of Student Services or their designee.
4. Human Resources and Payroll then utilize Employee Time Sheets to generate payroll and benefits information. Please make every effort to complete these forms legibly.

- An employee's failure to accurately record hours worked may result in either loss of pay or disciplinary action.
- It is illegal for employees to sign in or sign out for each other; doing so may result in disciplinary action up to and including termination.

Absence: Call-in Procedures

Whenever an employee will not be working, coverage arrangements must be made. On a scheduled workday, regardless of the reason, and even if approved in advance, every employee is required to make two calls:

Call 1 ***Call in to the administrative office, 617-370-6221, ext. 6999. This will allow us to make the necessary staffing adjustments. All employees must call the office by 7A.M. on the day of the absence.***

Call 2 ***All Employees must also call into their individual program by 7 A.M. on the day of the absence. Each program has established the call-in protocol to be adhered to by all employees of that program.***

Failure to follow established procedures may result in disciplinary action.

Time Abuse

Employees who arrive late or leave early will be docked for the hours or portion of hours missed. Time missed due to late arrival or early departure to the program may not be exchanged as sick or personal time. Tardiness and/or early departure will result in salary deductions, disciplinary action, and/or termination.

Hours of Service

The Board of Directors determines hours of Service. Information will be provided to each employee at the beginning of the school year and/or at the time of hire/rehire or reassignment. For more information please contact the Educational Coordinator and refer to your contract or program guidelines.

Vacation Periods

Vacation periods are defined by a program calendar in the Student Services Division and follow established school vacation schedules. Your Educational Coordinator will advise you of these policies and procedures. Employees are required, as an essential function of their job, to adhere to school schedules as noted on a program calendar. Requests for vacations outside of calendar schedules are approved only by the Executive Director and only in extreme and unusual circumstances. Failure to adhere to the school calendar could result in disciplinary action up to and including termination.

Service Calendar

At the beginning of each fiscal/school year, staff will receive a program calendar, which indicates the days of service, and days on which the program is closed to observe holidays or vacation weeks. Please review this calendar with your Educational Coordinator if you have any questions.

Unless given written notice by the Director of Student Services, all program days including those prior to holidays and the last day of school are full service days for staff.

School/Program Closing

When school is canceled or delayed in the city/town, at which the program is located, the program will also be closed or delayed on that day. Staff service days may be adjusted depending on the program calendar.

All staff are responsible for listening to either TV or radio for reports of school cancellations. Individual programs may have specific notification systems. Additional information is available through your Educational Coordinator/Director of Student Services.

COMPENSATION

Revised: September, 2025
Student Services Division

Salary Calculations/Scales

Except those employees who are currently on a salary range, staff salaries are based on hourly/daily rates and are standardized based on the job group and the step on which one is hired. Upon hire, all employees begin at Step 1, unless credit for experience in the particular job group is granted. Written verification of past employment must be received if credit for experience is to be granted. If this documentation is not received by the first payroll, employees will be paid at Step 1 until the verification is received. Upon receipt of verification, the Step change will be made and payment will be retroactive to the date of hire.

If an employee has worked 90 days or more in a fiscal year, the employee may move to the next step at the beginning of the next school or fiscal contract year.

Employees who change job classification will change to the applicable scale for their new position. The Executive Director or designee will determine placement on the new scale. Staff will not automatically move to the same step on the new scale.

Annual salaries are determined by the number of days worked and then divided by the number of pay periods so that paychecks are equalized.

Schedule of Paydays

Pay checks and direct deposit advice slips for the Student Services Division staff will be available on the 15th and the 30th of each month. When these days fall on a weekend or holiday, paychecks/advice slips may be distributed on the last business day prior to the 15th or 30th. Your paycheck/advice slip can either be mailed to you or you may pick it up at the Main Office after program hours. The decision regarding mail/pick-up should be made in writing. Paychecks will not be released to anyone other than the employee unless prior arrangements have been made with the Human Resources Administrator and only in special circumstances.

PAYROLL CHECKS ARE NOT AVAILABLE UNTIL AFTER 2 P.M. ON THE DAY BEFORE PAYDAY. UNLESS THE PAYDAY IS A MONDAY, IN WHICH CASE CHECKS WILL NOT BE AVAILABLE UNTIL AFTER 2 P.M. ON PAYDAY.

FICA/Social Security Tax

Due to an IRS regulation effective July 1, 1991, any employee who is not enrolled in a pension system and does not currently pay into Social Security will be required to do so. The following groups of people will be required to pay the above Social Security tax:

1. All substitute employees
2. Any employee working in a temporary position
3. Any employee who works part time and does not work the required hours to qualify for one of the retirement plans

The above employees have the option of contributing to a deferred compensation plan instead of FICA. Please contact Human Resources for further information.

EMPLOYEE BENEFITS

Revised: September, 2025
Student Services Division

Retirement Plan

Shore Educational Collaborative employees are enrolled in either of two state mandated retirement plans: Massachusetts Teachers Retirement or Massachusetts State Retirement.

Any employee working 20 hours or more per week is mandated by law to be enrolled in the State or Teachers (if certified) Retirement system. Contributions to these programs are deducted from your gross income at a rate of 5%-11% each pay period, depending on status and/or years of service. All employees who become members of the Massachusetts Teachers Retirement Program for the first time on or after 7/1/01 will have 11% of gross income deducted each pay period. As mandated by the Massachusetts Public Employee Retirement Administration, any employee earning over $30,000 is subject to an additional 2% deduction on any earnings over $30,000.

Beneficiary designations are made at the time of enrollment. Changes in your designated beneficiary can be made as necessary by completing the appropriate forms available through Human Resources.

Contributed funds can be withdrawn only upon termination of your position with Shore Educational Collaborative and after completing the necessary written documentation to do so. More specific information about the retirement system can be obtained from Human Resources.

Payroll Direct Deposit

Shore Educational Collaborative offers payroll direct deposit. Directly depositing payroll into a checking and/or savings account is an efficient way of getting your money to the bank without having to go to the bank. To begin this process, you need to complete a direct deposit form that is provided by Human Resources. The form requires that you attach a cancelled (voided) check and/or deposit slip for the account(s) into which you want your payroll check deposited. The data entry and verification process takes approximately one month, or two complete payroll cycles. Prior to completion of this process, you will receive a check that must be taken to the bank. After direct deposit starts, you will receive a non-negotiable stub to notify you of the deposit and the mandated/requested payroll deductions.

Health and Dental Insurance

The Collaborative offers, if an employee is eligible, Tufts Health insurance options and Blue Cross/Blue Shield (BCBS) Dental insurance. Shore contributes 70% of health insurance premiums and 70% of BCBS Dental premiums. For more specific information on benefits, contact Human Resources.

Any employee working 20 hours or more per week is eligible for enrollment in a health insurance and/or dental plan. Since Human Resources only has a limited time from the employment date to enroll new employees into a health/dental insurance plan, applications must be submitted within 30 days of being hired. Failure to do so will result in an employee being ineligible for health/dental insurance until the following July 1st.

If for any reason an employee decides to cancel his/her health/dental insurance during the year, they cannot rejoin until July 1st. Any cancellation of health/dental insurance benefits must be in writing.

July is open enrollment for health and dental insurance. At this time, employees can change plans, change status, or enroll in insurance coverage. Prior to open enrollment, employees will receive information about the plan costs and coverages.

Employees that experience a 'qualifying event' (birth, adoption of a child, marriage, divorce, loss of coverage) may make a change to their health and/or dental insurance within specific time parameters surrounding the event. Contact Human Resources for specific information.

When employment starts on or before the 15th day of the month, the employee is responsible for contributing a full month's premium to elected insurances. When employment starts on or after the 16th of the month, the employee does not contribute for that month. Rates, information, all forms, and applications are available from Human Resources.

Tuition Reimbursement

Shore offers accredited college course reimbursement for employees. Total or partial tuition reimbursement will be provided upon verified, successful completion of coursework with a final grade of "B" or better and proof of payment. Contact Human Resources for more information.

Annuities and Deferred Compensation Retirement Plans

Shore Educational Collaborative offers two optional retirement plans: MetLife (403(b) tax-sheltered annuity) or ING (457 deferred compensation). Information can be obtained through Human Resources. Employees who are enrolled in other plans not offered directly through Shore may arrange for payroll deductions to these plans. Please contact Human Resources for more information.

Long Term Disability Insurance

Long Term Disability Insurance coverage is provided to all eligible staff with premiums fully paid by Shore Educational Collaborative. Enrollment forms and information may be obtained from Human Resources.

When an employee leaves his/her position, except in the event of gross misconduct, and they have been covered by Long Term Disability for 12 or more consecutive months, s/he is eligible to elect a conversion plan. Human Resources will provide you with a notice explaining conversion benefits upon separation from employment.

Short Term Disability Insurance – Voluntary

Shore Educational Collaborative will provide payroll deduction services for a voluntary, employee-paid short-term disability insurance plan. New hires may elect coverage during their first 14 days of employment; otherwise, open enrollment is in the month of January. Enrollment forms and information may be obtained from Human Resources.

Life Insurance - Voluntary

Shore Educational Collaborative will provide payroll deduction services for a voluntary, employee-paid life insurance plan. Enrollment forms and information may be obtained from Human Resources.

Longevity and Educational Stipends

Some staff may be eligible for a salary stipend for either additional degrees or longevity of service with the Collaborative. Please refer to your individual contract for specific information and procedures for receiving the stipend. Please note, it is the employee's responsibility to ensure that information is on file, accurate, and received by the identified deadlines. Contact Human Resources for more information.

Retirement Insurance C-10

The Board of Directors has approved a retiree health and dental insurance benefit for all employees retiring from Shore effective June 30, 2007.

This policy was modified on April 9, 2024, to reflect Shore Educational Collaborative's participation in the Governmental Insurance Commission (GIC) for health insurance.

The Health plan includes two options:

Option 1. Supplemental Health Insurance coverage for employees retiring at age 65 or older. In order to participate in the supplemental plan, the employee must be enrolled in Medicare Part B. Spouses and/or qualifying dependents may be included.

Option 2. Continuation on the Shore active employee group plan for employees retiring before the age of 65 and remaining on the active employee group plan until the employee reaches 65 then enrolling in the supplemental plan. Spouses and/or qualifying dependents may be included.

The Dental plan enables a Shore retiree to continue on the Shore active employee group plan. Spouses and/or qualifying dependents may be included.

The Vision plan enables a Shore retiree to continue on the Shore active employee group plan. Spouses and/or qualifying dependents may be included.

Shore will contribute 50% toward both options if the following criteria are met:

1. The employee must retire from Shore and be accessing retirement benefits from an appropriate public retirement system to be eligible.
2. In order to be eligible for dental and/or vision insurance, the employee must have been subscribed to Shore's dental insurance offering for at least the last full year before retirement.

Additional Considerations:

When a retiree reaches the age of 65 they will be required to either end coverage or switch to the Medicare Supplemental plan, through the GIC. If the retiree's spouse and/or qualified dependent(s) is/are under the age of 65 at the time of the employee conversion to the retiree supplemental plan, the spouse and/or qualified dependent(s) will remain on the active employee group plan until the spouse and/or the qualified dependent(s) reach the age of 65.

If a retired employee predeceases their spouse and/or qualified dependent(s), the spouse and/or qualified dependent(s) are eligible to remain on the appropriate 50% contribution plan as defined above, and according to GIC regulations.

Employees planning to access retiree health and/or insurance should contact Human Resources.

TIME OFF

Revised: September, 2025
Student Services Division

Sick Leave

1. Staff working 20 hours or more per week are eligible for sick time according to your specific program or position. Employees who are required to work the summer session will be provided with an additional two days sick leave time.
2. Staff must be employed by the 15th of the month in order to be eligible to access a sick day for that month.
3. Accrual of sick leave stops when an employee is on an extended leave including FMLA, professional or other. Upon return to regular status, sick leave accrual recommences.
4. Please refer to your individual contract for school year sick time allotments.
5. Eligible employees will be able to access unaccrued sick time on a half-year basis, i.e., between September and January and between February and June. Medical documentation will be required to access sick days in excess of accrual with final determination regarding access to be made by the Executive Director.
6. Sick days may be used only for:
   Employee illness
   Employee medical appointments that cannot be scheduled after work hours
   Illness in the employee's immediate family.
7. After 5 or more consecutive days of sick time, or when deemed necessary by a supervisor, an employee may be required to provide a physician's documentation specifying the reason for the absence and verifying that s/he is able to return to work. At any other time, at the discretion of the Director of Student Services, a staff person may be asked to provide physician's documentation of illness when sick time is excessive or when a trend has developed that may suggest sick time has been misused.
8. In order to make the necessary staffing adjustments, staff must call in sick or late according to the procedures established for their program. **All Staff must call in to the main office (617-370-6221, ext. 6999) as well as calling into their individual program by 7 A.M. on the day of the absence.** Failure to follow established procedures may result in disciplinary action.
9. When an employee arrives late or leaves early (due to illness or medical appointments), the hours lost will be deducted from sick time. All appointments should be pre-approved or discussed with the Director of Student Services and/or Educational Coordinator. Employees are requested, whenever possible, to schedule medical appointments after program hours.
10. Sick time may not be used as personal days and will be considered a misuse of sick time should this occur. This will result in a salary deduction of this time and disciplinary action.
11. An employee who is out sick the day before or the day after a holiday or vacation will be requested to provide physician documentation.
12. Accrued but unused sick time not used prior to the termination of an employee's service shall lapse, and the employee shall not be entitled to any compensation in lieu thereof. Sick leave accrual shall be to a maximum of 60 days with provisions for utilization to be determined by the Shore Educational Collaborative Board of Directors.

Periodically, but not less than twice per year, each individual employee's use of sick, tardy, early release, and unpaid leave time will be reviewed. Employees will be docked for any of the latter three categories of missed time. In addition, employees who use more that one half (1/2) their annual allotment of sick time before February 1st and/or use more than their number of allocated sick hours for the year will be docked for that time unless express written permission to use the time is granted by the Executive Director.

Sick Leave Accrual Policy and Procedures

Employees are eligible to utilize sick time as of the first date of hire within the guidelines for utilization.

Personal sick leave accrual shall be to a maximum of 180 days with provisions for utilization to be determined by the Shore Educational Collaborative Board of Directors.

Eligible employees may buy back up to the maximum sick time not used in an academic year, as defined by each collective bargaining agreement.

Employees who are required to work the summer session will be provided with an additional two days sick leave time. These days will be automatically applied to the sick leave accrual at the end of the summer session if they are not used.

Requests for special consideration under this policy must be submitted in writing by the employee to the Executive Director and may be subject to final decision by the Board of Directors.

Sick Leave Buy Back – Current Policy and Procedures

Student Services Division staff covered by a collective bargaining agreement should refer to the appropriate document for details regarding the Buy Back policy.

Coordinators, therapists, and school adjustment counselors wishing to buy-back sick time will mirror the parameters established by the collective bargaining contract for professional staff.

Therapy assistants wishing to buy-back sick time will mirror the parameters established by the collective bargaining contract for paraprofessional staff.

Unused Sick Leave Not Available for Buy Back:

Any sick time remaining after participation in the Sick Buy Back, which is described in the contract, will be placed in an employee's personal sick leave accrual.

Sick days voluntarily donated to the Sick Leave Bank are not available for accrual.

Optional Participation in Sick Buy Back Program:

Employees may choose not to participate in the Sick Buy Back and place all of their unused sick leave in their personal Sick Leave Accrual.

Such leave not used prior to the termination of an employee's service shall lapse, and the employee shall not be entitled to any compensation in lieu thereof.

End of Year Elections:

Employees will be notified by Shore Educational Collaborative regarding their remaining sick leave accrual. Employees may then elect from the following options:

1. Participate in Buy Back Program up to the maximum allowable days.
2. Place all remaining days in sick leave accrual.
3. Designate a portion of days for buy back and the remaining days for sick leave accrual.

Access to Employee's Personal Sick Leave Accrual:

If an employee is sick during an academic year, the employee must use all of the current year's accrued but unused sick leave prior to accessing their personal sick leave accrued. Utilization of the accrued time can occur only after receiving a physician statement regarding the need for this time and will not be available until at least 5 consecutive days (beyond the current accrual) have been missed.

Employees who are required to work a summer session may access their accrued sick leave time for approved leaves during this time. Employees not required to work the summer session may not access their accrued sick leave during the summer session.

Since Shore's sick leave utilization policy includes the use of this time for immediate family illness, access to the sick leave accrual can be achieved for immediate family illness as well. Again, any utilization of this time must be with written verification of need from a healthcare provider and is subject to the approval of the Executive Director.

Immediate Family is defined as: Spouse, mother, father, brother, sister, son, daughter, or relative residing in the employee's household

Eligible employees must request time as part of the federal Family Medical Leave Act (FMLA) program. This time will be considered to fall under the federal guidelines of the FMLA and will be limited to 12 weeks time. For employees who are not eligible under FMLA, the Board of Directors will determine eligibility for leave.

Utilization of Sick Leave Accrual in Conjunction with Sick Leave Bank:

At no point will any employee be allowed to access the Voluntary Sick Leave Bank and personal Sick Leave Accrual in excess of 60 days combined total. The Voluntary Sick Bank may never be accessed for more than 30 days and is subject to approval by the Sick Bank Committee. While the Voluntary Sick Bank is still in effect [All provisions relating to the Sick Leave Bank will expire on August 31, 2006], employees may be required to use portions of their personal sick leave accrual. The Sick Leave Bank may not be used for family illness leaves or for normal postpartum maternity leaves.

Medical/Dental Benefits during extended leaves:

Employees participating in Shore Educational Collaborative's medical/dental benefit programs will continue payments at the active employee rate for up to 12 weeks of leave. Following the 12 weeks of leave, the employee will be required to change to COBRA coverage for the remaining length of the leave of absence.

Sick Bank Program

Shore Educational Collaborative has established a Voluntary Sick Bank Program for access by employees who donate one day of their available sick time. Participating and eligible employees, when they have serious illnesses or injuries that extend beyond their personal allocation of sick leave time, may access this bank. The Voluntary Sick Bank may never be accessed for more than 30 days and is subject to approval by the Sick Bank Committee. While the Voluntary Sick Bank is still in effect [All provisions relating to the Sick Leave Bank will expire on August 31, 2006], employees may be required to use portions of their personal sick leave accrual. The Sick Leave Bank may not be used for family illness leaves or for normal postpartum maternity leaves.

For those Student Services Division employees eligible to participate in the Sick Bank, you must donate on schedule and donate each school year. Contact your union representative for specific information.

- Sick bank contributions are made on an annual school year basis and must be made in accordance with the terms of the contract.
- New employees hired prior to February 1 in any school year have two weeks after the start of their employment to enroll in the sick bank.
- New employees hired after February 1 each school year will not be allowed to participate in the program until the next school year.
- Returning school session employees must enroll by September 15th of the current school year or an employee will not be eligible to utilize the Sick Bank for the current school year session.
- No exceptions will be made if an employee has chosen not to participate in the Sick Bank Program.
- All provisions relating to the Sick Leave Bank will expire on August 31, 2006.
- Sick bank contributions will be deducted from one's sick time allotment on or before September 1st OR on one's date of hire if after September 1st but before February 1st.

Sick Bank Guidelines and Procedures

If an employee has had a medical illness that required the employee to miss an extended period of work, following return to work the employee may request reimbursement of lost time from the voluntary Sick Bank Program providing that the employee contributed to the Sick Bank Program in the current year.

Employees requesting consideration for lost time from the Sick Bank should follow these procedures to request time:

Employee Responsibility

1. Submit a letter to the Union President that states the period of work time missed due to medical illness.
2. Medical documentation must be included with the letter to the President, even if it has been previously submitted to Shore Educational Collaborative as part of an FMLA request (see information on this process elsewhere).
3. An employee cannot request more than 30 days in any 12-month period. The 12-month period is counted from the time of one request until the time of a second request, if necessary.

Union/Management/Sick Bank Committee Responsibility

1. The Union President will submit the request to the Human Resources Administrator who will advise the Executive Director and Director of Student Services that the request has been received.
2. The Human Resources Administrator will forward the request to the Sick Bank Committee for consideration.
3. The Sick Bank Committee will meet to review the request within 30 days of receipt of the request
4. The Sick Bank Committee will inform the employee of its decision within 10 working days following the meeting.

The Sick Bank Committee will inform the Human Resources Administrator of its decision and the request for reimbursement, if approved, will be processed with the next possible payroll, subject to verification of number of days missed.

Sick Leave Buy Back System

Please refer to your contract for information on this program.

Enforcement:

- The U.S. Department of Labor is authorized to investigate and resolve complaints of violations. An eligible employee may bring a civil action against Shore for violations.

Jury Duty

In the event that an employee is called for jury duty, s/he will be granted leave with pay for the first three days and then pursuant to chapter MGL 234A section 48. Notification should be made to the Director of Student Services upon receipt of jury notice. A copy of the Jury Duty notice must also be submitted to the Director of Student Services and Human Resources.

Personal Time

Please refer to your contract for specific information regarding personal time allocations for your position. If your contract grants up to three (3) personal days, please adhere to these procedures:

- Personal time (in increments of one hour or more) must be requested in writing at least 5 working days in advance through your Educational Coordinator for approval by the Director of Student Services.
- Personal time may be requested only by the following schedule:
  The equivalent of not more than one half allocation - September through January
  The equivalent of not more than one half allocation – February through June
- Personal time may be used for personal business, emergencies, or other personal matters that cannot be scheduled outside of the school day.
- Personal time may not be granted if not in the best interest of the program schedule or staffing for the day. Personal days shall not be granted to extend a vacation or holiday.
- Under extenuating circumstances, the five (5) day period may be waived but at least twenty-four (24) hours notice must be provided, except in dire emergencies. Waivers and approvals are at the discretion of the administration.

Administration has the right to refuse a personal day request based on program needs.

Bereavement Leave

1. Bereavement leave will be granted in the amount of up to five (5) days for immediate family members defined as spouse, mother, father, brother, sister, son, daughter, or relative residing in the employee's household.

2. Bereavement leave will be granted in the amount of up to two (2) days for family members defined as mother-in-law, father-in-law, sister-in-law, brother-in-law, grandparent, and grandchild.

3. Bereavement leave will be granted in the amount of one (1) day or portion thereof for other relative or non-relative bereavement, up to twice per fiscal year.

4. In all instances requiring bereavement leave, the employee must contact their supervisor as soon as possible.

5. Bereavement leave will be granted in the amount of up to (5) days due to the loss of a pregnancy for the pregnant person or co-parent due to miscarriage or stillbirth. Neither the length of the pregnancy nor the number of children will impact the number of days to which employees are entitled.

Family and Medical Leave Act

Shore Educational Collaborative will adhere to the mandates of the Family Medical Leave Act. Approved FMLA leaves may not exceed 12 weeks within any 12-month period as defined by the Act and may not roll over in succession from either the calendar or fiscal year. Employees will adhere to the policies and procedures defined by the Act and the Collaborative.

All Family and Medical Leaves MUST be requested in writing with support documentation attached. Please contact Human Resources for forms and guidance.

FMLA provides up to 12 weeks of unpaid job protected leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for Shore for at least one individual program or contract defined year, and for 1,250 hours over the previous 12 months.

Reasons for taking FMLA Leave:

- To care for the employee's child after birth, or placement for adoption or foster care
- To care for the employee's spouse, child, or parent who has a serious health condition
- For a serious health condition that makes the employee unable to perform the employee's job

FMLA-eligible employees are required to take all earned (accrued) but unused sick and/or personal time, including personal sick leave accrual time before taking an unpaid leave.

Advance Notice and Medical Certification:

- The employee will be required to provide advance leave notice and medical certification. Taking of leaves may be denied if requirements are not met.
- The employee ordinarily must provide 30 days advance notice when the leave is foreseeable.
- Shore may require medical certification to support a request for leave because of a serious health condition, may require a second or third opinion (at Shore's expense), and a fitness for duty report to return to work.

Job Benefits and Protection:

- For the duration of FMLA leave, Shore must maintain the employee's health coverage [if through Shore] under a "group health plan."
- Upon return from FMLA leave, most employees must be restored to their original or equivalent position with equivalent pay, benefits, and employment terms.
- The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave. Benefits and seniority may not accrue during an FMLA leave.

FMLA makes it unlawful for Employers to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA.
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Leave of Absence – Other

Student Services employees are expected to work as defined by the school calendar. Leaves of absence should only be requested for unusual circumstances or events. If an employee is requesting a leave of absence for anything other than an FMLA or an emergency, the leave of absence must be requested in writing and is subject to review and approval by the Director of Student Services, the Executive Director, and the Board of Directors. A leave of absence to extend a vacation period or for non-urgent business may not be approved.

Small Necessities Leave Act

Shore Educational Collaborative will adhere to the mandates of the Small Necessities Leave Act. Employees will be required to use their existing sick and/or personal leave time, whichever is appropriate. In the event that an employee has exhausted his/her yearly accrual of leave time, they may be granted additional leave under this Act without pay. Employees will adhere to the policies and procedures defined by the Act and the Collaborative.

This legislation requires employers to provide up to 24 hours of unpaid time for employees to attend to the needs of their children and elders by attending medical visits which cannot be scheduled outside of work day and also to allow parents time to participate in school activities directly related to the advancement of the student's education.

Employees are eligible if they have worked for Shore for at least one individual program or contract defined year, and for 1,250 hours over the previous 12 months.

All requests for this accommodation must be received in writing at least 5 workdays in advance of the appointment. Please note "SN" on your time sheet for these hours.

EMPLOYMENT

Revised: September, 2025
Student Services Division

Personnel Action Forms

A Personnel Action Forms (PAF) is done for new employees, at the beginning of every session/year, and whenever a change of status occurs. Changes may include but are not limited to: different position or program site, extended leave, and/or change in address, telephone number, tax withholding status, health/dental insurance, and pay rate. Employees are required to notify their supervisors or Human Resources when changes in status occur so that the most updated information is always on file. Any change in your status that would affect payroll (i.e., address, tax exemptions, and health/dental plan) must be submitted in writing to Human Resources.

Employees must submit any and all required written documentation in a timely fashion. Human Resources will advise you at the time of hire or when forms need updating. It is imperative that all documentation is received as failure to do so could result in suspension without pay until forms are submitted or an inability to process payroll.

Individuals interested in working for Shore Educational Collaborative at the time of interview and, if hired, periodically thereafter, are required to authorize Shore Educational Collaborative's access to data report from the Criminal History Systems Board.

Upon hire and annually thereafter, employees must complete an Emergency Personnel Information form and submit this to Human Resources. This form includes vital information both medical and personal that would be needed, including person(s) whom you would like notified, should an emergency occur. It is the employee's responsibility to submit an updated copy of this form should changes in status occur.

Employee's Children in the Workplace

Although Shore Educational Collaborative encourages and is supportive of working parents, it is inappropriate for employee's children to be in our classrooms/programs. For the safety of your children and our students, employee's children should not be brought to the workplace.

Performance Reviews/Evaluations

Performance reviews are usually conducted on an annual basis but may be done more frequently at the discretion of administration and according to specific contracts. Please refer to specific contracts or programs for more information.

Confidentiality

All employees are required to hold all student, personnel, and Shore Educational Collaborative business information in the strictest confidence at all times: off site, in the community, and during off hours.

Failure to comply with this policy may result in serious consequences and may result in termination. All employees and volunteers will be required to sign a Statement of Confidentiality. Please refer any questions to the Human Resources Administrator and the Director of Student Services.

Students

The laws of confidentiality protect student educational and personal information. Every release of records request must be approved by the Director of Student Services and requires a signed permission from the parent or guardian. Student Record Access Logs must be signed out whenever an employee accesses information from a student record. Please refer to "Student Records" for additional information on this subject. Any staff receiving a verbal or written request for student information should check with the Director of Student Services for guidance.

Student information should not be discussed with any individual outside the agency unless approval is received. In general, employees should refrain from discussing student information with Shore personnel who do not work with an individual student and refrain from discussing students outside the work environment.

Employees

Shore Educational Collaborative will protect the confidentiality of its employees. Information will not be released to outside parties without proper approval. Staff should not release personal or professional information of other employees to any individual including other Shore employees, school personnel, or parents/guardians.

References of Employment

Employees should complete an Employee Release for Reference form if they wish to have employment references provided to outside organizations/agencies. This form is available from Human Resources. Only specified administrative staff may provide official Collaborative references.

Reimbursement of Expenses

Teachers will receive a copy of the program budget and will receive training on purchasing procedures.

In general, it is good practice to complete expense vouchers promptly and completely. All vouchers, including substitute bills, expenses and mileage reimbursement forms, must be completed and submitted by the 15th of the month for any activity in the previous month. All vouchers should be verified by a teacher's signature and then reviewed and approved by a Coordinator for final approval by the Director of Student Services. Vouchers must be itemized and have receipts attached. Line items must be separated. Incomplete or incorrect vouchers will be returned for corrections and, if not resubmitted in a timely fashion, may not be reimbursed.

Expense vouchers for classroom supplies that are submitted, verified and approved by the 10th or 25th of the month will be paid with that payroll (the 15th/30th of each month). If vouchers are not submitted by these timelines, payment will be made on the next pay date.

Whenever possible, employees should obtain prior approval whenever possible from the Director of Student Services to buy any program supplies they identify as necessary and within established guidelines and obtain a tax-exempt form to use when making the purchase. Forms are available from Accounts Payable. It is illegal to use the tax-exempt form for purchases other than for the Collaborative. Failure to adhere to this policy may result in disciplinary action.

Expenses incurred by the employee will be reimbursed if the purchase is appropriate, as stated in the guidelines, and prior approval for the purchase has been obtained from the Director of Student Services. It is required that a receipt, documenting the purchase and cost, is attached. Any purchase over $25 must be reviewed and approved by an Educational Coordinator. In all cases, staff must stay within established budgetary and line item guidelines. Purchases over $50 require prior approval by the Director of Student Services.

Mileage is reimbursed when employees are required to use their personal vehicles for business. All mileage other than to and from one's designated program site is reimbursable. Reimbursement requests for mileage should be documented on an expense voucher and should include the specific purpose of the trip, date and number of miles. Mileage is reimbursed at the IRS rate, per mile. As above, vouchers must be finally signed by the Director of Student Services and submitted to the main office no later than the 15th of the month following the month in which the expense is incurred. Mileage vouchers MUST be submitted monthly. Standardized mileage is used for trips between Shore sites as follows:

Chelsea to Beverly

One-way:	18 miles
Round trip:	37 miles

Beverly to Wakefield

One-way:	11 miles
Round trip:	21 miles

Chelsea to Saugus

One way:	6 miles
Round trip:	12 miles

Chelsea to Belmonte

One way:	7 miles
Round trip:	14 miles

Wakefield to Chelsea

One-way: 12 miles
Round trip: 23 miles

Chelsea to Roberts

One way: 5 miles
Round trip: 10 miles

All expense vouchers must be turned in to the director of student services on a monthly basis. Expense vouchers not submitted in a timely manner will not be reimbursed.

Conference/Workshop/Training Days

An employee may request conference/workshop/training days for the purposes of attending a workshop or conference that is applicable to his/her position. Requests must be submitted in writing, with as much advance notice as possible to the Director of Student Services. Staff should attach any written material which describes the training or conference for which they are seeking leave to this request.

Consideration will be given to the amount of time needed, content of training and the ability to maintain adequate staffing patterns for the program while the employee is out. Whenever possible, leave time for the purposes of professional development will be granted.

Reimbursement of some or all fees may or may not be available and is subject to budgetary appropriation approval by the Division Director. When reimbursement is requested, written documentation of the specific costs must be provided. Employees receiving reimbursement for conference/workshop/training days and/or expenses may be required to provide written reports and/or presentations regarding the experience.

Problem Resolution Policy and Procedure

Shore Educational Collaborative is an equal opportunity employer dedicated to the mission of providing quality educational training programs and services. The Collaborative values and celebrates diversity in its programs, employees, students, and clients/individuals. The Collaborative seeks to create learning and working environment where all participants enjoy pride in learning and productive work. Shore Educational Collaborative is committed to providing a learning and working environment where all participants are free from discrimination and any form of harassment.

There is the expectation that employees will work cooperatively and we encourage all employees to politely and professionally resolve any interpersonal issues.

Despite the efforts of all concerned, it is recognized that problems will arise from time to time. These may involve personal differences, disagreements, or interpretations of policy. Accordingly, Shore Educational Collaborative shall maintain a problem resolution procedure at all locations whereby employees will have assurance that such problems will be addressed. All matters properly brought to the attention of a Shore Educational Collaborative representative will be given prompt and equitable consideration. In accordance with this policy, an employee's position should not be jeopardized for attempting to resolve a problem through this procedure.

A. General Provisions

1. A problem for resolution should be presented for disposition through the problem resolution procedure within thirty (30) calendar days of the occurrence of the problem or the first knowledge of its occurrence.

2. Failure at any step of the problem resolution procedure to communicate a decision within the specified time limits shall permit the employee to proceed to the next step.

3. Time limits may be extended by mutual agreement in writing

4. Official problems filed by any employee under the problem resolution procedure shall not be placed in the personnel file of the employee; nor shall such problem become a part of any other record which is used in the promotion process or in any recommendation for job placement.

B. Procedures

A multi-level resolution process will be followed as outlined in individual collective bargaining agreements and/or by general administrative procedures. This will include, as necessary, the employee's direct supervisor, Division Director, Human Resources, Executive Director, and Executive Board of Directors.

Shore Educational Collaborative is committed to providing students, clients and employees with an environment that is free from non-work related disturbances. Solicitation, distribution, or the sale of goods and services by staff or others on the premises of any Shore Educational Collaborative facility may be disruptive to programs and fellow employees and is, therefore, prohibited. Employees should not distribute literature or other materials during their own working time or the working time of other employees. Employees should not attempt to solicit contributions for fundraisers or in anyway solicit during their own working time or during the working time of other employees.

Individuals who are neither employed by Shore Educational Collaborative nor authorized to act on behalf of Shore Educational Collaborative are prohibited from soliciting or distributing literature or other materials for any purpose at any time within Shore Educational Collaborative buildings or on Shore Educational Collaborative property.

At Shore Educational Collaborative we recognize and embrace the integration of technology into the classroom/workshop, educational, therapeutic and professional environment. Technology is a tool that enables us to work and learn more effectively. Technology is an integral part of the way business is conducted outside of academia, and so must be included in the curricula to prepare our students and individuals for their future. The following Software, Hardware, Internet, and E-mail Acceptable Use Policies and Procedures have been written for your knowledge and fulfillment and to protect important resources that we share.

Software Acceptable Use

I. Purpose

Software enables us to accomplish many different tasks with computers. Unfortunately, in order to get work done quickly and conveniently, some people make and use unauthorized software copies or use software that is inappropriate for the classroom/workshop environment, or use software in inappropriate ways. Shore Educational Collaborative requires strict adherence to copyright laws and that software be used responsibly. The purpose of this information is to provide a better understanding of the legal obligations of software use, how software can be used, classroom/workshop and what software will be approved for use classroom/workshop at Shore Educational Collaborative.

II. Scope and Responsibility

This policy applies to all offices and departments, including faculty and staff members of Shore Educational Collaborative

II. Guidelines

Unauthorized copying of software is illegal. Copyright law protects software authors and publishers, just as patent law protects inventors. Disregard for copyright laws harms the entire academic community. If unauthorized copying proliferates, the Collaborative may incur legal liability. Offenders can be subject to civil damages of as much as $100,000 per title copied, and criminal penalties, including fines of up to $250,000 per work copied and imprisonment of up to 5 years per title copied. Unauthorized copying and use of software deprives publishers and developers of a fair return for their works, increases prices, reduces levels of future support and enhancements, and inhibits the development of new software products. Respect for the intellectual work of others continues to be essential to the mission of the educational system. We do not condone the unauthorized copying of software, including programs, applications, databases or code.

Software is essential to the effective use of technology in the classroom/workshop. There are several ways that its use can add value to the learning experience. The Collaborative has determined terms for the acceptable use of technology (including software) in the classroom/workshop. Technology will be reserved for the purposes of aiding in the attainment of specific IEP or therapeutic goals and objectives, meeting the Recommended Standards for Instructional Technology as defined by the Massachusetts Department of Education, as a tool to enhance social development, and prepare students for their future. Software should be chosen thoughtfully and utilized planfully to insure that it complies. No software containing gratuitous violence, profanity, obscenity or controversial material or themes will be used at the Collaborative at any time.

To insure compliance with copyright laws, and high educational and professional standards the following guidelines must be followed at all times.

1. **Software copyright laws must be adhered to at all times.** *See the section below, titled Software Classification, for details on copyright laws.*

2. **All software must be appropriate for use at the Collaborative.** *You should be able to align the software used in your classroom/workshops with the Massachusetts Curriculum Frameworks or with an IEP goal. Prohibited is software that includes gratuitous violence, profanity, sexual content, obscenity or controversial material or themes. If you have a piece of software that is questionable, it needs to be approved by your Educational Coordinator.*

3. **A member of the IT Department must install all Software on your computer.**

4. **Software loans.** *You may loan your personal software to your classroom/workshop if the license is also loaned and if the software is appropriate for use in the classroom/workshop. Student loans are not allowed.*

Hardware Acceptable Use

I. Purpose

To ensure that Collaborative (owned leased, rented, or otherwise procured and or supported by the Collaborative) personal computers are utilized for Collaborative business, may be reallocated as determined by the needs of the Collaborative, and are configured in accordance to the Collaborative policy and standards.

II. Scope and Responsibility

This policy applies to all offices and departments, including faculty and staff members of Shore Educational Collaborative.

PC Purchase, Distribution and Reallocation

- The IT Department will be responsible for purchasing and configuring all new computers.
- Individual programs will be responsible for packaging equipment for moving purposes.
- Individual programs will be responsible for unpacking and setting up already configured systems.
- Individual programs will be responsible for the purchase of printer supplies.
- The IT Department will reallocate existing Collaborative-owned PCs in collaboration with Division Directors and Facilities personnel.

Maintenance and Repair

- Collaborative owned PCs that are covered under warranty will be serviced upon receipt of parts from the appropriate vendor.

- Collaborative owned PCs that are not covered by warranty will be serviced in accordance to parts availability and funding with the IT Department.

  Maintenance and repairs of Collaborative owned PC's will be completed in accordance with Shore Educational Collaborative Computer Work Order Request Procedure. No other means of requesting service will guarantee help. Network Access, Security and PC Configuration

- The IT Department provides support to local area networks (LANs), the Internet, all Collaborative owned PCs that support the education, research, and work of the Shore Educational Collaborative faculty and staff.

- The IT Department will grant network access privileges to those authorized to receive network access privileges, email privileges and Internet Access as requested by a Division Director.

- The IT Department establishes the "base configuration" of all Collaborative-owned and any end-user customization should be approved by the IT Department in order to ensure software and network compatibility.

- Collaborative-owned PCs should not be relocated without the proper prior consent of your Division Director the IT Department.

- Collaborative-owned PCs utilized by Shore Educational Collaborative employees should be used for Collaborative business only.

Internet Acceptable Use Policy

Internet access is available to the students, individuals and staff of Shore Educational Collaborative. The Internet is an electronic communications network that expands student learning and staff resources. The Shore Educational Collaborative supports its use for worldwide information access, communication, and collaboration. Our goal is to promote educational excellence by encouraging and facilitating resource sharing, innovation, and communication and to prepare students for success in life and work. Internet use that is integrated into the school curriculum fosters the development of research and information skills, encourages critical and higher level thinking, and provides expanded educational opportunities for both student and staff.

I. Purpose

The Collaborative's Internet access has been established for limited educational and administrative purposes. Use of the Shore Educational Collaborative's Internet connections must support education and research and be consistent with Shore Educational Collaborative's educational objectives. Use of another organization's network or computing resources must comply with the rules appropriate for that network in addition to these, Shore Educational Collaborative, policies and procedures. Transmission of any material that violates any national or state regulation is prohibited. This includes, but is not limited to, copyright material, threatening or obscene or harassing material, or material protected by trade secret. The use of the system is limited to educational, administrative, and professional development activities and will be used to achieve educational objectives in ways that other resources cannot provide.

II. Scope and Responsibility

This policy applies to all offices and departments, including faculty and staff members of Shore Educational Collaborative.

III. Guidelines

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. In general, this requires safe, efficient, ethical, considerate, and legal utilization of the network resources. These guidelines provide direction for the privilege of using this powerful new resource. If a Shore Educational Collaborative user violates any of these provisions, his or her account will be terminated and future access could be denied. The assistance and cooperation of students, staff, and parents in developing responsible attitudes, reinforcing appropriate behaviors, and observing network security practices is vital to the successful use of this powerful learning tool.

The students must have written parental permission for Internet access. The Shore Educational Collaborative will provide staff with Internet guidelines and training and support in the appropriate and effective use of the Internet. We will inform parents about Internet guidelines through the use of letters, newsletters, handbooks, and a public information meeting. Additionally, Shore Educational Collaborative will evaluate tools and software, which can potentially assist staff in implementing guidelines. Effectiveness, manageability, and any cost for initial purchase and upgrades will be considered.

Staff will model the guidelines at all times, provide a supervised setting for Internet use, and inform students about acceptable use guidelines. Information on guidelines will be included in student handbooks and posted in classroom/workshops as necessary.

Planning

Staff will plan and coordinate Internet use in ways that closely guides student experience. Staff will instruct students in the skills that are needed to effectively use the Internet, including those skills needed to critically select, evaluate, and use information resources that are relevant and authoritative.

Student Supervision

Staff will supervise student access as closely as possible. This includes frequent review of what students are using, and, if deemed necessary, a check of the sites which students have visited or accessed via email. Ease of supervision should be considered when deciding where to place computers in the classroom/workshop. Students are responsible for doing only those activities approved by the staff. Activities that require the thoughtful use of accessed information to construct knowledge and understanding will be emphasized.

The following activities require advanced planning and study by the staff: subscription to an electronic mailing list (listserv); access to newsgroups (Usenet); and downloading of files and other freeware or public domain software.

Prohibited Activities

Certain activities and behaviors are not permitted. These are (but are not limited to):

1. Accessing materials or using email for nonacademic purposes or for purposes that are not approved by the staff member in charge
2. Use of obscene, inflammatory, harassing, threatening, or abusive language or images
3. Knowingly accessing materials that are obscene or degrade groups or individuals.
4. Tampering with data and files being used by others.
5. Sharing of personal data such as street address, phone number, or home email address. Students' last names should be eliminated in most situations.
6. Use of school accounts for personal messages, political lobbying, union messages, chain letters, gambling, or business transactions, advertising, or commercial (offering or providing products or services) activities.
7. Access of the Internet using students' personal or family accounts.
8. Use or transmission of materials that violates copyright laws.
9. Transmission of confidential information may be protected by the 1996 Family Educational Rights and Privacy Act (FERPA).

Passwords

Information regarding passwords or confidential log-in procedures will be maintained by staff who will approve and generally initiate student log-in. Students will be instructed that if they inadvertently access objectionable (obscene, abusive, harassing, belligerent, or degrading) materials, they should report this immediately to the staff member in charge.

All communications and information accessible via the network should be considered private property and the use of another person's intellectual property without that individual's prior written approval or authorization is prohibited. The Collaborative will completely and periodically delete information from the system.

IV. Exceptions and Deviations

While supporting the rights of students and staff to use all available tools to investigate a broad range of topics, Shore Educational Collaborative recognizes that there may be material on the Internet that may be objectionable or devoid of educational value in the context of a school setting. The Shore Educational Collaborative has taken steps to restrict access to controversial materials. The Collaborative has installed software to limit access to inappropriate material. Additionally, staff will closely supervise student use of the Internet. There may be other materials that are not in accord with family values or individual beliefs and preferences. This can provide an opportunity for parents to discuss their family values with their child and their expectations about how these values will guide their child's activities while accessing the Internet.

All information, software, e-mail, and related material contained on or passing through Shore computers and IT resources may be monitored, read, opened, changed, removed, or otherwise accessed by Shore IT workers and administrative staff without prior notice to the user or creator of said material. All information, software, and related material shall be considered confidential and shall not be distributed outside the originating department, IT department, and senior management without consent from a Division Director.

It is impossible to control the quality of all materials published on a global network. Although guidelines cannot totally eliminate the possibility of inadvertent or intentional access to such information, we believe that they can significantly limit such possibilities. Shore Educational Collaborative believes that the access to valuable information on the Internet far outweighs the concern that the users may procure material that is not consistent with the educational goals of Shore Educational Collaborative, and we intend to maximize the Internet's educational value.

Shore Educational Collaborative does not offer warranties, either expressed or implied, for the service it is providing. The Collaborative will not be responsible for any damages that you may suffer, including loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors and omissions. Use of any information obtained through the network is at your own risk, and Shore Educational Collaborative is not responsible for the quality or accuracy of information obtained through its services.

Security of the system is a high priority. If you discover a security problem on the Collaborative's system, notify the IT Department. Do not demonstrate the problem to others. Do not use another individual's account or password. Do not give your password to others. Attempts to log-on to the system as another user will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied Internet access through the Collaborative's system.

Any verified acts of vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, Shore Educational Collaborative's network, or other networks that are connected to our system through the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, and spyware.

V. Disciplinary Action

Students, staff, and all other users are responsible for following our guidelines. Internet use is a privilege, not a right, and inappropriate use may result in cancellation of that privilege or in other penalties as outlined in the student handbook up to and including termination. The system administrators will decide what is inappropriate use and their decisions are final. Accounts may be closed at any time. The administration, faculty, and staff of Shore Educational Collaborative may request the system administrators to deny, revoke, or suspend specific user accounts.

E-mail Acceptable Use Policy

Purpose

This document sets forth Shore Educational Collaborative's Policies with regard to, access to, review, or disclosure of electronic mail (e-mail) messages sent or received by Collaborative employees with the use of the Collaborative's e-mail system. It also sets forth policies on the proper use of the e-mail system

provided by the Collaborative.

These policies do not constitute a contract. The Collaborative reserves the right to change them at any time.

Guidelines

Use for Business Purposes/Collaborative Access, Review, Deletion and Disclosure

The e-mail system is provided to employees at the Collaborative's expense to assist them in carrying out the Collaborative's business. The e-mail system permits employees to communicate with-each other internally and with selected outside individuals and companies that the Collaborative, in its sole discretion, decides should be connected to the system.

The e-mail system is to be used for business and education related purposes only to transmit business and educational information. The Collaborative treats all messages sent, received or stored in the e-mail system as business messages.

The Collaborative has the capability to access, review, copy, and/or delete any messages sent, received or stored on the e-mail system. The Collaborative reserves the right to access, review, copy, and/or delete all such messages for any purposes and to disclose them to any party (inside or outside the Collaborative) it deems appropriate.

Should employees make incidental use of the e-mail system to transmit personal messages, such messages will be treated no differently from other messages, i.e., the Collaborative reserves the right to access, review, copy, delete or disclose them for any purpose. Accordingly, employees cannot use the e-mail system for private purposes. Employees should treat the e-mail system like any shared storage in the Collaborative (or in individual computers) and will be available for review by any authorized representative of the Collaborative for any purpose.

You may not use the Collaborative's e-mail system for personal causes including but not limited to soliciting, political or religious causes. Do not use the Collaborative's e-mail system to receive or send messages that might be offensive or insulting to other persons. For instance, you may not receive or send e-mail messages that contain sexually explicit text or pictures, that contain racial slurs, or that can be construed as harassment of any kind. You may not use the Collaborative's e-mail system to receive or forward chain letters of any kind. You should forward any questionable e-mail to the IT Department, and if you receive messages that violate these rules, you must immediately bring them to the attention of the IT Department.

Confidential Information

Employees must exercise a greater degree of caution in transmitting confidential information on the e-mail system than they take with other means of communicating information, (e.g., written memoranda, letters, or phone calls) because of the reduced human effort required to redistribute such information. Confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees

inside the Collaborative who do not need to know the information. Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside the Collaborative. In particular, exercise care when using distribution lists to make sure that all addressees are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing confidential information to multiple parties unless there is a clear business need to do so.

Viewing and Protecting E-Mails

In order to further guard against dissemination of confidential Collaborative information: employees should not access their e-mail messages for the first time in the presence of others. E-mail windows should not be left open on the screen when the computer is unattended. Your email program should be password protected.

Attorney-Client Privileged Communications

Some of the Messages sent, received or stored on the Collaborative's e-mail system will constitute confidential, privileged communications between the Collaborative and either its inside or outside attorneys. Upon receipt of a message either from or to counsel, do not forward it or its contents to others inside the Collaborative without counsel's authorization. Never forward such messages or their contents to any outsiders.

Copyrighted Information

Use of the e-mail system to copy and/or transmit any documents, software, or other information protected by the copyright laws is prohibited.

E-Mail Etiquette

Please bear in mind that your e-mail messages may be read by someone other than the addressee you sent them to and may even someday have to be disclosed to outside parties or to a court in connection with litigation. Accordingly, please take care to ensure that your messages are courteous, professional and businesslike. With email being such a fast and convenient method of communication it is important to remember to review what you write. Spelling does count.

Other Prohibited Uses

Use of the e-mail system to engage in any communications that are in violation of the Collaborative's policy, including but not limited to transmission of defamatory, obscene offensive or harassing messages, or messages that disclose personal information without authorization, is prohibited.

Storing and Deleting E-Mail Messages

The Collaborative strongly discourages the storage of large numbers of e-mail messages for a number of reasons.

1. E-mail messages frequently contain confidential information; it is desirable to limit the number, distribution and availability of such messages to protect the Collaborative's information.

2. RETENTION OF MESSAGES FILLS UP LARGE AMOUNTS OF STORAGE SPACE ON THE NETWORK SERVER AND PERSONAL HARD DISKS, AND CAN SLOW DOWN THE PERFORMANCE OF BOTH THE NETWORK AND INDIVIDUAL PERSONAL COMPUTERS.

3. IN THE EVENT THAT THE COLLABORATIVE NEEDS TO SEARCH THE NETWORK SERVER, BACKUP TAPES, OR INDIVIDUAL HARD DISKS FOR GENUINELY IMPORTANT DOCUMENTS, THE FEWER DOCUMENTS IT HAS TO SEARCH THROUGH, THE MORE ECONOMICAL THE SEARCH WILL BE.

Accordingly, employees are to promptly delete any e-mail messages they send or receive that no longer require action, archiving, or are not necessary to an ongoing project. Employees should audit their stored e-mail messages regularly to identify messages that are no longer needed and should be deleted. The Collaborative does not currently limit mailbox size, but reserves the right to right to do so if necessary

IX. Disciplinary Action

If it is discovered that you are misusing the Collaborative's e-mail system you will be subject to disciplinary action up to and including termination of your employment.

These terms and conditions shall be governed and interpreted in accordance with the laws of the Commonwealth of Massachusetts and the United States of America.

Electronic Communications

Shore Educational Collaborative provides both electronic mail (by computer) and voice mail (by telephone) for use by some of its Student Services Division employees. Both of these tools are provided solely to enable employees to send and receive business information rapidly and efficiently. All employees who use either of these tools are required to comply with the following guidelines:

1. Use of electronic and voice mail is for Shore Educational Collaborative business purposes only
2. Do not send confidential and/or proprietary material or urgent material via either electronic or voice mail
3. No commercial activity of any kind is permitted via either electronic or voice mail, or any other form of solicitation
4. Transmission, downloading, receipt of messages or use of Internet servers for non-business, non-educational, or non-agency business, that are defamatory, derogatory, obscene or otherwise offensive to the average person are prohibited via either electronic or voice mail. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments or any other comment that offensively addresses someone's age, sexual orientation, religious or political beliefs, national origin or disability.
5. If at anytime an employee receives unsolicited communications, particularly those of an offensive nature, the situation should be brought to the attention of their immediate supervisor. It is understood that these situations may occur and the employee will not be held responsible for the receipt of inappropriate unsolicited materials.

Shore Educational Collaborative reserves the right to review any electronic or voice mail message sent or received by an employee. Accordingly, employees should remember that they have no assurance of privacy when using either the electronic or voice mail systems. Employees are prohibited from accessing any electronic or voice mail other than their own. Inappropriate use of either electronic or voice mail may result in disciplinary action up to and including termination.

Americans with Disabilities Act (ADA)

Shore Educational Collaborative will adhere to the mandates of the Americans with Disabilities Act (ADA). If an employee is qualified to perform the essential functions of a job, with or without reasonable accommodations, Shore will not discriminate on the basis of the disability.

Under the ADA, a disability is a physical or mental impairment that substantially limits a major life activity. The ADA also protects an employee who has a history of such a disability, or if Shore believes an employee to have a disability, even if the employee does not identify it or believe it.

To be protected under ADA, the employee must have a record of or be currently regarded as having a ***substantial impairment.*** A substantial impairment is one that significantly limits or restricts a major life area such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning or working. (Anyone currently using drugs illegally is not protected by ADA and may be denied employment or fired on the basis of such drug use.)

If an employee has a disability, s/he must be qualified to perform the ***essential functions*** of the job with or without reasonable accommodations. This means two things. First, the employee must be able to satisfy Shore's requirements for the position they are seeking or currently hold, in terms of education, employment experience, skills, or licenses. Second, s/he must be able to perform the essential functions of the job with or without reasonable accommodations. Essential functions are the fundamental job duties that an employee must perform on his/her own or with the help of a reasonable accommodation.

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of the job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. A few examples of reasonable accommodation may include: providing or modifying equipment or devices; adjusting or modifying applications, training materials or policies; making the workplace readily accessible. Shore is not required to hire or maintain employment for employees whose accommodation would be an undue hardship on the program, i.e. one that requires significant difficulty or expense.

Prospective candidates are given a job description to carefully review the essential functions of the job before completing a job application. The employment application provides a candidate an opportunity to identify the reasonable accommodation that would be needed to perform the fundamental requirements of the job. Applications that include such requests will be brought to the attention of the ADA Coordinator (currently, the Director of Student Services of the program.)

Persons who are already employed at Shore and meet the criteria of the ADA, should also speak to the ADA Coordinator if they believe they are being discriminated against on the basis of their disability or they find that a reasonable accommodation is necessary for them to perform the essential functions of their job.

If requests for modifications are made, the Director of Student Services, Human Resources Administrator and Executive Director will meet to determine whether the request could be reasonably accommodated. As part of this process, consideration would first be given to maximizing the health and

safety of the students and the staff and maintaining the integrity of the program's mission and provision of service to the target population. If the accommodation were reasonable within these parameters, the cost of the modification being requested would be assessed relative to the overall budget of the program.

Much of this information has been taken directly from material published by the U.S. Equal Employment Opportunity Commission. This booklet is available in its entirety to any employees or applicants who need or want additional information on the ADA.

Harassment Policy

Shore Educational Collaborative is an equal opportunity employer dedicated to the mission of providing quality educational training programs and services. The Collaborative values and celebrates diversity in its programs, employees, students, and clients/individuals. The Collaborative seeks to create a learning and working environment where all participants enjoy the pride in learning and productive work. Shore Educational Collaborative is committed to providing a learning and working environment where all participants are free from discrimination and any form of harassment.

Towards these goals, the Shore Educational Collaborative will not tolerate any form of harassment (verbal or physical) by any employee which directly harasses or creates an environment which harasses, disrupts, or interferes with others' work performance or which creates an intimidating, offensive, or hostile environment. All forms of harassment or discrimination based on age, gender, creed, culture, national origin, religious beliefs, ethnic background, sexual orientation, disability or any other personal characteristic unrelated to an employee's ability to perform work requirements are prohibited. The aim of this policy is to prevent harassment of any kind by anyone employed by or associated with Shore Educational Collaborative. If it is determined that an employee has engaged in discriminatory or harassing conduct, the employee will be subject to disciplinary action, up to and including termination.

Because Shore Educational Collaborative takes allegations of any form of harassment seriously, we will respond promptly to complaints of any harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Further, any retaliation against an individual who has complained about any form of harassment or retaliation against individuals for cooperating with an investigation of any harassment complaint is similarly unlawful and will not be tolerated.

All Shore Educational Collaborative employees are responsible for helping ensure that our workplace is kept free of all types of harassment. If you feel you have been the victim of harassment, report the behavior to any supervisor, Division Director or Human Resources. If you have witnessed harassment of any type, you are also urged to report the incident so that prompt action may be taken.

Incident reporting forms can be obtained from Human Resources.

Definition of Harassment:

Harassment is defined as conduct that:
1. Unreasonably interferes with an individual's work or educational performance or,
2. Creates an intimidating, hostile, or offensive work or educational environment.

While this policy sets forth our goals of promoting a workplace and educational environment that is free of any harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual or any other form of harassment.

While this policy goes beyond the issues of gender and sexual harassment to include creed, culture, national origin, religious beliefs, ethnic background, sexual orientation, and disability, there are specific laws and regulations relating to gender and sexual harassment that are of prime importance.

Although the EEOC guidelines were written for employment situations, they have generally been adopted for the educational environment as well, and provide the basis for defining sexual harassment as it involves students and clients/individuals.

Students and clients/individuals are protected from sexual harassment under the provisions of Title IX and the regulations of the Commonwealth of Massachusetts. Sexual harassment involving a minor or disabled student or client, in an educational setting, can also be considered a criminal offense under the laws relating to child abuse and the Disabled Persons Protection Commission.

Massachusetts Law on Fair Educational Practices (Chapter 151C of the MGL) defines sexual harassment as follows: any sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

> Submission to or rejection of such advances, requests or conduct is made, either explicitly or implicitly, a term or condition of the provision of the benefits, privileges, or placement services, or as a basis for the evaluation of academic achievement; or
>
> Such advances, requests, or conduct has the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Sexual harassment in public schools or educational environments is sex discrimination, and therefore is prohibited by Federal and State Laws. Title IX of the Federal Education Amendments of 1972 (20 USC 1681) states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Actions, which constitute different treatment based on sex, such as denial of the opportunity to participate in courses, activities, in sports, or different treatment in grading or discipline, are prohibited under Title IX.

The Federal Law protecting school and educational employees from discrimination based on gender is Title VII of the Civil Rights Act of 1964. The Equal Employment Opportunity Commission (EEOC) has developed guidelines that define sexual harassment as "Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitute sex harassment when:

> "Submission to such request is made a term or condition of employment
> Submission or rejection of such conduct is used as a basis for employment decisions
> Such conduct unreasonably interferes with work performance, or creates an intimidating, hostile, or offensive work environment."

Under these definitions direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment, constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are examples of conduct which is unwelcome, may constitute sexual harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances - whether they involve physical touching or not
- Sexual epithets, jokes, written or verbal references to sexual conduct, gossip regarding ones sex life or style, comment on an individuals body, appearance, comment about an individuals sexual activity, deficiencies or prowess;
- Displaying or drawing sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, making sexual gestures with hands or body movements, suggestive or insulting comments or descriptive terms;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.
- Repeatedly asking out or verbal or physical suggestions to a person who is not interested
- Name-calling, teasing, or other derogatory or dehumanizing sexual remarks
- Following a person or blocking a persons path
- Giving unwanted gifts of a personal or suggestive nature
- Unwanted touching of people, their hair or clothing

Harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

Harassment Complaint Procedures

Incident Involving a Student or Client/Individual

In the event an employee feels that a student or client/individual is being harassed, threatened, discriminated against, neglected, or abused, the employee must immediately report the incident to their immediate supervisor, Director of Student Services or Director of Adult Services.

Incident Involving Employees

If any of our employees believes that he or she has been subjected to any form of harassment, the employee has the right to file a complaint with our organization. Verbal incident reporting may be accomplished with your supervisor, program director, division director or written incident reporting forms may be completed. These forms may be obtained from Human Resources.

OR

If an employee feels that he or she is being harassed or discriminated against, the employee may take the following steps:

A. Politely confront the individual doing the harassment. Clearly state to the offending party what they have done or said and how you feel about his or her conduct. Request that the behavior cease immediately. This exchange should be done in a mature and professional manner where each party has the opportunity to understand each other's concerns and to prevent recurrence.

B. If after such a confrontation, the harassment continues or if you believe the terms or conditions of your employment have been adversely impacted as a result of your confrontation, you should promptly file a verbal and/or written complaint to your Program Supervisor, Director of Student Services or the Director of Adult Services.

If the particular circumstances make the above procedure inappropriate for any reason, (for example, you are uncomfortable dealing directly with the offender or your supervisor) you should file the verbal and/or written complaint with the appropriate next level administrator or the Executive Director.

Investigation Procedure

After a harassment complaint has been filed, Shore will promptly investigate the allegations contained in the complaint in a fair and expeditious manner. Such investigations shall include, at a minimum:

1. a private interview with the person filing the complaint and with witnesses
2. an interview with the person alleged to have committed the harassment
3. interviews with all persons identified as having personal knowledge of the incident(s) in question

When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct, the results of that investigation. In addition, depending on the particular situation, Shore may advise that the parties involved meet to discuss and try to resolve the complaint(s).

Because of the sensitive nature, all complaints of harassment will be investigated with care and will remain, to the extent possible, strictly confidential. In no event will information concerning the investigation be released to third parties, except as provided by law.

If the investigation reveals that the complaint is valid, Shore shall take immediate appropriate action against the offending party. Such measures are designed to put an immediate halt to the harassment as well as to prevent its recurrence. Shore retains the right to take whatever action it deems appropriate under the circumstances, up to and including counseling, disciplinary action, or termination of the offending party.

State and Federal Remedies

In addition to the above, if you believe that you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Each of the agencies has a short time period for filing a claim. (EEOC - 180 days; MCAD - 6 months)

The United States Equal Employment Opportunity Commission (EEOC)
10 Congress Street - 10th floor
Boston, MA 02114
(617) 565-3200

The Massachusetts Commission Against Discrimination
(MCAD) Boston Office:
One Ashburton Place - Room 601
Boston, MA 02108
(617) 727-3990

Use of Photocopy Machines

The photocopy machines may only be used for copying of professional and teaching related Shore materials. All staff MUST adhere to the laws regarding copyrighted materials.

Bulk copying should be scheduled in advance through the administrative support staff who will provide you with a large order request form and/or will inform you of a time when the machine will be free.

Misuse of Shore photocopying machines may result in disciplinary action.

Smoking

In keeping with the policy established for all public school buildings, employees may not smoke in any part of an office, school, program site, on grounds, in vehicles, or while in the community with students. If an employee chooses to smoke, this must be done off Shore Educational Collaborative property and only during approved break times.

Telephone/non-Shore Cell Phones/Fax Machines

Classrooms are environments where teaching must occur with minimal distraction. At all times, our focus and attention must be on the education of students and on task learning time. Telephones are for conducting business and for emergency issues. Some staff who may not be assigned to classes may use the telephones during the program day to conduct the business of the Collaborative and periodically to talk with parents. Parents of students will be advised that teachers and other educational staff will not be interrupted during instructional time and that calls to teachers should be made before and after student arrivals and departures.

All program or classroom telephones will be equipped with either an answering machine and/or voice mail system. Telephones should not be answered or used during any and all instructional time with students. Individual programs and classes will work out systems to allow staff to review messages on a regular basis.

All employees are requested not to use the telephones or cell phones for personal business. Employees are requested not to bring cellular phones into programs and personal beepers must have audio sounds disarmed during work time.

On occasion when an employee needs to use the phone for personal, non-work matters, prior approval should be obtained from a supervisor and calls should only be made during scheduled breaks. Toll calls must be charged to the employee's home.

Staff should notify family and friends that they are unable to receive calls during work time. Messages may be left or, in the event of an emergency, individuals may contact the main office for immediate assistance. Please refer any questions you may have to your Educational Coordinator.

AT NO TIME SHOULD AN EMPLOYEE TRANSPORT STUDENTS/CLIENTS IN THEIR PERSONAL VEHICLES without the approval (on an incident-by-incident basis) by the Director of Students Services or the Executive Director.

Professional Dress and Personal Possessions

To establish a positive, professional educational image and to create environments that maintain health and safety and minimize the risk of accident or injury, Shore has established this policy. Employees should present a professional image that is a role model for students and individuals.

Employees should wear clothing that is neat, clean, and functional for the types of tasks (i.e., physical interventions, assisting in clean up, etc.) that may need to be performed. Casual, functional clothing does not need to be sloppy. Employees working in public school sites should adhere to the professional dress code for that site. In addition, when representing the Collaborative at a meeting, it is expected that employees will present a professional appearance.

As it is important for staff to be role models for students, a professional appearance is key. Attire that is not considered professional includes: clothing with rips and/or tears, is faded/ and/or worn-out; clothing with derogative slogans and/or pictures; advertising of tobacco products, drugs, alcohol, illegal substance; tank tops/halter tops, clothing which displays one's barebelly/midriff/cleavage; low-rise jeans that expose hips; visible underwear (including tops and bottoms, straps and waistbands) no caps or any other head coverings; items that are formfitting and/or body hugging, i.e. spandex. The wearing of blue jeans is discouraged. During the summer session or when weather permits, staff may wear shorts. However, these should be appropriate for a work environment.

No gum chewing.

All shirts must be long enough to be tucked into pants or skirts for safety reasons and to preserve a professional image.

Hair should be neat and clean and, if it is long, should be kept back from the face and out of the reach of students and equipment for both hygiene and safety reasons.

For staff working directly with students, shoes should be rubber soled with closed heels and toes as open shoes may present a safety hazard when transferring or physically intervening with students/clients.

Jewelry should not be worn while working with students/clients and will not be replaced or repaired by Shore if it is damaged. In addition, dangling necklaces, earrings and bracelets can present a safety hazard to staff and students/clients. On occasion, employees may be reimbursed for personal property that has been destroyed, if an employee has not been negligent and with approval of the Executive Director.

If glasses or any other necessary medical devices are broken by a student/client, staff should contact the Director of Student Services and complete an incident report detailing the events that resulted in the damage. Upon review, staff may be eligible for reimbursement to repair or replace the glasses or devices.

Glasses which are not necessary for work and not being worn, i.e. sunglasses or reading glasses which are not always used, should be stored safely and inaccessibly to avoid damage. Shore will not reimburse employees for items that have been carelessly stored and subsequently lost or damaged.

In general, Shore is not responsible for replacing money or possessions that are lost or damaged at the program site. Therefore, employees are discouraged from bringing any valuables to work or should see the Educational Coordinator to see if any (short-term) special arrangements can be made to safely lock such items.

Materials and Supplies

All materials and supplies purchased by Shore Educational Collaborative are the sole property of the Collaborative. These materials and supplies are for educational purposes only and are not for personal use by employees. Failure to adhere to this policy may lead to disciplinary action up to and including termination.

Food Service and Beverages

Employees must be focused on students at all times. Employees should refrain from eating or drinking while engaged in any and all student centered activities or in common areas and halls. Consumption of food, particularly hot beverages, can compromise safety and pose a serious safety risk. In addition, many students have allergies, medical or behavioral conditions that must be addressed at all times. When food service or snacks are purchased as part of an educational program, and funded by Shore Educational Collaborative through the classroom budget, the food is for consumption by students only. Educational Coordinators will provide guidelines for each classroom.

Food consumption, when not part of as student activity, should be limited to identified break rooms or areas.

In addition, delivered foods for student lunches and breakfasts are for students only. Staff are not permitted to eat or drink any food designated for students.

Alcohol and Illegal Substances

Employees possessing or using alcohol or illegal substances at a school site will be reported to the Executive Director and may be immediately terminated. In addition, any staff person under the influence or suspected of being under the influence of alcohol or illegal substances while employed at a school site will be reported to the Executive Director and may be subject to termination.

Alcohol/illegal substances may never be brought into the school, school vehicles, or other community recreational or vocational sites. All employees are required to report any incident involving illegal substances and may be terminated for failure to report.

It is a felony to be in possession of any illegal drugs within 50 yards of a school.

HEALTH and SAFETY

Revised: September, 2005
Student Services Division

All Shore Educational Collaborative employees are required to comply with Collaborative, Department of Education, and Massachusetts General Laws. Failure to comply with any safety requirement could result in termination.

All Shore employees have individual and collective responsibility to maintain a safe and secure environment for students and staff. If at any time an individual is aware of or suspects that the safety and security of students, staff, themselves, or our buildings is in jeopardy, they should notify their supervisor immediately.

As part of building security, each building will have a sign in/sign out system. Visitors are disruptive to the day-to-day operations and will not be allowed on Shore property. To insure that programs are not disrupted, visitors, including family, friends, and Shore employees from other programs are prohibited from entering Shore property without prior approval or scheduled appointment. If you have any questions regarding this policy, please contact your Educational Coordinator.

Employees assigned to the Owen School are responsible for following the General Building Procedures/Safety and Security as listed below. Employees assigned to other schools are expected to follow the established protocols for that school district.

General Building Procedures/Safety and Security

1. Staff should schedule to be in the building no earlier than 6:30 A.M. and no later than 6:00 P.M.

2. No one should be in a building alone unless security is present 6:30 A.M. – 6:00 P.M. If you are in the building before 7:30 A.M. or after 5 P.M., page security to make them aware of your presence.

3. All staff will sign in and out of the building upon arrival, departure, for any and all community activities, and when leaving the building for other business or personal matters. Prominent display of ID badges is required at all times when in the building.

4. **ALL SHORE BUILDINGS WILL BE LOCKED AND SECURE AT ALL TIMES. STAFF MUST NEVER PROP OPEN A DOOR FOR ANY REASON. WHEN STUDENTS OR INDIVIDUALS ARE ARRIVING OR DEPARTING, A STAFF PERSON SHOULD SERVE AS DOOR MONITOR. ACCESS IN AND OUT OF THE BUILDINGS SHOULD BE THROUGH DESIGNATED ENTRANCES ONLY.**

5. All visitors will be screened, should have appointments, and must sign in and out of sites. Visitors must be escorted through the building at all times and be identified with a visitor badge. Whenever possible, staff should notify reception of a scheduled visit. Staff should be aware of visitors in the building. If you see someone in the building walking alone and you do not know them, be forward and polite, introduce yourself and ask who they are and why they are in the building. Ask if you can assist them in any way. Staff should immediately report to a Supervisor and/or security any suspicious persons or activities in or around the building. Video surveillance cameras will be used to monitor the exterior of the building.

6. Confidential and personal information regarding students, individuals, and staff may not be shared in open public areas, should be secured, and must never be posted.

7. Emergency phone information must be posted by all phones. Emergency evacuation routes must be prominently posted in all areas. All staff should be familiar with emergency evacuation procedures.

8. No one may smoke in any part of an office, school, program site, on grounds, in vehicles, or while in the community with students and/or individuals. Smokers are responsible to safely dispose of their own cigarette butts outside of the building premises.

9. Personal cell phones and/or pagers must be turned off during times that students and/or individuals are in the building. Please be considerate of others and the professional atmosphere of the building. If necessary, cell phones and/or pagers should be used only in designated areas, not in any hallways or meetings.

10. Whenever possible, staff is encouraged to consume food and/or beverages in kitchen and/or lounge areas. No food or beverage is permitted in the Gross Motor Room, Library, Computer Lab, Teacher Resource room, or hallways. Other areas may be identified by Division.

11. Only rubber soled shoes may be worn in the Gross Motor Room.

12. Each employee's personal workspace must reflect the professional atmosphere projected by Shore Educational Collaborative. No paper may be directly attached to any wall. Corkboards are provided for this purpose. Adhere to the established policy of attaching signs and/or decorations to work and/or learning areas.

13. No interior window and/or sidelight may be covered or obscured by paper or curtains

14. Posted parking lot rules and signs must be adhered to. Parking is discouraged in the administration lot as some of the spaces are rented to businesses other than Shore.

Physical/Health Requirements

All new staff must have a recent (within two years) Mantoux Test (TB Test) prior to starting employment. A Tine Test is not acceptable. In addition, a physician's statement verifying that an employee is physically able to perform the requirements of the position is required upon hire, in some programs annually, or when deemed necessary. Existing employees will be required to provide documentation of a Mantoux Test every three years.

If an employee is absent from work due to illness or injury for more than 5 consecutive days, or when deemed necessary, a physician's note verifying that s/he is able to return to work may be required. A similar physician's note will be required if an employee is pregnant or has another injury or illness to ensure that the employee is physically able to work.

Industrial Accidents

Shore Educational Collaborative strives to provide a work environment that is free from hazards. In the event that an accident or injury does occur, Shore provides workers compensation insurance coverage as mandated by the Commonwealth of Massachusetts. Each employee is obligated to comply with the following procedures to insure that, in the event of an accident or injury, s/he receives all of the appropriate and necessary treatment.

An injury which occurs at the program site or in the community while performing the functions of your job must be reported immediately to the Director of Student Services or their designee, the Program Nurse, and Human Resources. An Employee Incident Form must then be completed and submitted to the Director of Student Services and Human Resources.

MEGA is the insurance carrier for our worker's compensation benefits. In an emergency, please proceed immediately to the nearest medical facility.

In an instance where time is lost from work, an employee must provide medical clearance to return to work. This documentation must be given to the Director of Student Services prior to returning to the classroom so that a determination can be made regarding fitness for duty.

If an accident/injury occurs which requires an employee to miss work for more than 5 **calendar** days but less than 21 calendar days, the employee will be paid by Shore for any work days which occurred in the initial 5 day period. After the first 5 days, worker's compensation will pay the employee at the rate of 60% of their regular salary for days missed. Employees who miss more than 21 days due to an industrial accident will be paid for *all* lost time by workers' compensation at the rate of 60% of their regular salary, back to the original date of injury.

Health insurance benefits will continue to be available during the course of the leave. The employee contribution to insurance (normally deducted from paychecks) must be paid by the individual at the time of the leave or will be deducted from subsequent paychecks upon returning to work. Employees should work with Human Resources throughout a leave to get information that is more specific on their compensation and insurance issues.

Upon hire and annually thereafter, all employees will be trained in Universal Precautions; Hepatitis B; OSHA standards for dealing with blood-born pathogens; location and use of first aid supplies and any other specific health/safety issues that relate to the students with whom they are working. Staff must implement and adhere to these policies and practices at all times.

Use of gloves, proper handling and disposal of materials, and other procedures are mandatory job requirements and failure to adhere to these may result in disciplinary action. All staff will be trained in these procedures regularly but can, at any time, request that some or all policies be reviewed with them.

STUDENTS

Revised: September, 2005
Student Services Division

Interactions with Students/Respecting Students Rights

Interactions with students must always be professional, respectful, and appropriate. Employees who engage in any form of verbal or physical abuse when interacting with students will be subject to disciplinary action, up to and including termination. Staff who observe or suspect verbal or physical abuse on the part of another staff person must report this occurrence in accordance with state regulations for abuse and neglect (C.51A or C.19C). Staff are encouraged but are not required to also report to their supervisor or the Director of Student Services. Failure to do so may result in disciplinary action, or fine under State Law. Staff must follow state agencies' regulations with respect to mandated reporting of abuse or neglect. Failure to do so may result in a fine or penalty of up to $1,000 as defined by Massachusetts General Laws.

Staff are specifically and expressly forbidden from engaging in personal relationships with students. At al times staff must maintain appropriate moral, ethical, and legal decorum, providing healthy role-modeling for all students. Staff should refrain from providing students with their personal phone numbers or seeing students outside of school for non-school related activities.

All staff will be trained annually on and must be familiar with all policies related to student/client rights. All staff will be trained annually and be expected to understand the Massachusetts Department of Education Special Education regulations and policies on restraint. Information that is more specific is available at each program site or through your Educational Coordinator.

SEPARATION FROM SERVICE

Revised: September, 2005
Student Services Division

COBRA

When an employee in good standing leaves his/her position at Shore Educational Collaborative, under the COBRA law, s/he may continue group health insurance and/or dental insurance for up to 18 months, dependents up to 36 months, at full group premium costs to the former employee. Specific information can be obtained from Human Resources.

Employees who separate from service will receive information and instructions on how to file for unemployment benefits. Eligibility for benefits is determined solely and exclusively by the Division of Unemployment Assistance.

Shore
Educational Collaborative | 100 Revere Beach Parkway, Chelsea, MA 02150 | Tel 617-887-2930 | TTY 617-887-2962

HEALTHY BOUNDARIES FOR SCHOOL STAFF

More than ever, students need healthy, clearly defined relationships with adults to feel safe and to develop into competent and responsible human beings. As educators, you are role models – not their friends, their confidantes, or surrogate parents.

Your professional behavior, values, and responsibilities – both in and outside of school – are more important than popularity among students or a need to please others. Remember that your competencies are in teaching and providing related services such that students receive an excellent, well-rounded education.

IN SCHOOL

- ***Follow the Internet Use Policy***. Remember that any emails sent on a school computer can be retrieved. Emails can be considered public documents. Internet activity on a school computer can be tracked.
- ***Use caution with self-disclosure about your personal life.*** Discretion is important.
- ***Avoid being alone with students.*** One-on-one tutoring should be done in a public place like a library. Leave your door open when conferencing whenever possible. Avoid letting students "hang out" in your room.
- ***Be advised to be consistent in your treatment of students***. Do not make exceptions for a favored few. Do not advocate on students' behalf to bend policies.
- ***Consider whether it is appropriate to touch a student***. Maintain a professional demeanor to avoid misinterpretation.

OUTSIDE SCHOOL

- ***You are a private citizen, but you are also always an educator.*** Your out-of-school conduct can affect your job security. The line between our public and private lives is less clear, so what you post on a blog, on your MySpace page, on Facebook, or other site, can be accessed by students.
- ***Be careful in extending your contact with students outside of school***. Do not send text messages or IMs, invite students to your house or allow them to show up. Do not drive individual students in your car. Do not give personal advice about boyfriends or girlfriends. Always be careful when sending emails.

STAYING WITHIN BOUNDARIES

- ***Don't be afraid to correct inappropriate behavior.*** Remind students of the limits of your relationship as a staff member. Reaffirm the helping nature of the relationship. Make a plan for getting the student appropriate help. Immediately report any incidents of behavior or comments by students that might be misinterpreted later; don't let situations escalate.

- ***Be friendly, not a friend.*** Conversations with students should be warm and caring and provide support for their learning and growth. Relationships should be centered on school goals, events and activities. Student-teacher conduct should be appropriate and understood by the general population – not laced with "inside" references.

- ***Support the school culture of professionalism***. Do not ignore situations. Help create a culture of intolerance for inappropriate behavior on the part of other staff. Letting incidents slide sends the message that you believe such behavior is acceptable. Always report incidents of inappropriate behavior to your supervisor and do not hesitate to address others when you consider their behavior questionable.

THE LAW STATES....

Massachusetts law requires school superintendents and other administrators to report to the Commissioner of Education in writing wherever a licensed educator is dismissed, not renewed, or resigns after committing misconduct that might warrant revocation or other limitation of the educator's license. Administrators should also report professional misconduct by educators who are not licensed. Such reporting will ensure that if that educator later seeks licensure, the Department will be aware of past events. In appropriate cases, the Department may refer the matter to other authorities as well.

Please note that this reporting requirement is separate from the duty of a school administrator or other mandated reporter under the child abuse law, MGL c. 119, § 51A, to report suspected child abuse or neglect immediately to the Department of Children and Families, regardless of whether the suspected perpetrator is an educator.

So please be mindful of these guidelines for appropriate interpersonal boundaries.

Adapted from documents of the Natick Public Schools, Martha's Vineyard Public Schools, and Commissioner Chester's "Reminder about Requirement to Report Educator Misconduct", April 22, 2009

8/2013