Parent Manual
(May 2020)

6 Echo Ave.
Beverly, MA 01915
P: 978.927.7070
F: 978.927.6536
VP: 978.338.4861
# The Children's Center for Communication/Beverly School for the Deaf
## 2020-2021

School Day: 8:40am – 2:55pm  
TO CALL YOUR CHILD IN SICK PLEASE CALL 978.927.7070 ext. 1

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<tr>
<th>July 2020</th>
<th>January 2021</th>
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| 4 Independence Day  
6 All Staff Orientation  
7 First Day of Summer Session | 1 New Year’s – No School  
4 Back to School  
5 100th Day of School  
7 2nd Term Ends  
18 M.L. King Day – No School |
| **JULY 2020**  
S M T W Th F S  
5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31 | **JANUARY 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | 19 Days |
| August 2020  
**AUGUST 2020**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 | **FEBRUARY 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 | 19 Days |
| September 2020  
1 Back to School  
4 No school  
7 Labor Day  
17 Parent Open House (3:00pm)  
28 Yom Kippur – No School  
| **SEPTEMBER 2020**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | **MARCH 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | 19 Days |
| October 2020  
12 Columbus Day – No School  
14 1st Term Ends  
| **OCTOBER 2020**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | **APRIL 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 | 19 Days |
| November 2020  
11 Veterans Day observed – No School  
20 Thanksgiving Dinner 11:00-1:00  
25 Early Release – 12:40 Students (Staff 1:00)  
26-27 Thanksgiving Break  
| **NOVEMBER 2020**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | **MAY 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 | 19 Days |
| December 2020  
23 Early Release – 12:40 Students (Staff 1:00)  
24-31 Winter Break  
| **DECEMBER 2020**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31 | **JUNE 2021**  
S M T W Th F S  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 | 17 Days |
| January 2021  
15-19 February Break  
| 15 Days |
| March 2021  
19 Professional Day – Early release for students 12:40  
29 3rd Term Ends  
| 23 Days |
| April 2021  
2 Good Friday – No School  
19-23 April Break  
| 16 Days |
| May 2021  
7 Star Student Café 6 – 8 pm  
31 Memorial Day – No School  
| 20 Days |
| June 2021  
17 Last Day of School  
25 Last Day of School (With 6 Snow Days)  
| 13 Days |
Administrative Contact Information

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<th>Name</th>
<th>Position</th>
<th>Extension</th>
<th>email</th>
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<tr>
<td>Mark Carlson</td>
<td>Executive Director</td>
<td>202</td>
<td><a href="mailto:markcarlson@cccbsd.org">markcarlson@cccbsd.org</a></td>
</tr>
<tr>
<td>Jessica Fox</td>
<td>Program Director, BSD</td>
<td>243</td>
<td><a href="mailto:jessicafox@cccbsd.org">jessicafox@cccbsd.org</a></td>
</tr>
<tr>
<td>Jocelyn Clark</td>
<td>Education Director, BSD</td>
<td></td>
<td><a href="mailto:jocelynclark@cccbsd.org">jocelynclark@cccbsd.org</a></td>
</tr>
<tr>
<td>Kristen Humber</td>
<td>Program Director, CCC</td>
<td>204</td>
<td><a href="mailto:kristenhumber@cccbsd.org">kristenhumber@cccbsd.org</a></td>
</tr>
<tr>
<td>Rachel Barstow</td>
<td>Education Director, CCC</td>
<td></td>
<td><a href="mailto:rachelbarstow@cccbsd.org">rachelbarstow@cccbsd.org</a></td>
</tr>
<tr>
<td>Tracie Tilton</td>
<td>Administrative Assistant/ Front Desk</td>
<td>200</td>
<td><a href="mailto:tracietilton@cccbsd.org">tracietilton@cccbsd.org</a></td>
</tr>
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All other CCCBSD staff may be contacted by calling the main number, (978) 927-7070, where an automated directory will connect you to your desired extension. Additionally, each staff person’s email address is: FirstNameLastName@cccbsd.org. The absentee reporting mailbox is extension 1.

This parent/student handbook is provided annually to families of students enrolled at CCCBSD in order to become more familiar with the various policies and guidelines of the school for all programs. Please read the handbook carefully, sign the acknowledgement from in the back of the handbook and return it to your child’s program administrator, and save the handbook for future reference. Additionally, this handbook can be found on CCCBSD’s website.

Please note that some of the policies and procedures in this handbook are a modified or an abridged version of school policy and procedures or state laws and regulations. A complete set of all policies may be made available to read upon request at CCCBSD.
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Organizational Policies

Mission Statement
The Children’s Center for Communication/ Beverly School for the Deaf seeks to enhance the lives of Deaf and hearing children and their families living with communication and developmental challenges by providing comprehensive educational and communication-rich programs.

Vision
The Children’s Center for Communication/ Beverly School for the Deaf believes all students can become independent communicators and fully develop through their own self-directed learning choices.

Statement of Purpose/Goals
All educational activities, in the classroom and outside in vocational/pre-vocational settings, support the goal of maximizing each student's communication potential. Comprehensive programming addresses a wide range of individual needs within the framework of a supportive communication environment. Our commitment for communication excellence extends to students, parents and professionals in settings beyond The Children’s Center for Communication/ Beverly School for the Deaf.

Philosophy of Language and Instruction
The Children’s Center for Communication/ Beverly School for the Deaf recognizes that all individuals and families have the ability to acquire knowledge and the right to develop language by having full access to a complete language or communication system. Equal value and respect is given to all language and communication choices. By providing a supportive, yet challenging learning environment, each individual is given the tools to help maximize his/her potential.

In order to help students, families, and the community realize this philosophy, The Children’s Center for Communication/ Beverly School for the Deaf will ensure the following principles in the areas of language, instruction & assessment, family & community and culture.

Language
To ensure individual success with academics and language skill development, The Children’s Center for Communication/ Beverly School for the Deaf:

- Believes in a philosophy that embraces American Sign Language and English.
- Respects each diverse language system equally.
- Supports access to English as provided through sign, spoken, written and preferred picture and voice technologies.
- Makes a distinction between social and academic communication modes among a variety of settings.
- Recognizes communication modes may change or evolve as the individuals acquire new skills.
- Promotes opportunities for peer communication while exposing individuals to appropriate communication role models and mentors.
- Promotes access across all environments.

Instruction/Assessment
CCCBS professionals include: teachers, paraprofessionals, therapists, nursing staff, maintenance personnel and administrators who can all communicate effectively. By providing these services and programs, CCCBSD:

- Ensures all students are given challenging and comprehensive instruction aligned with the Massachusetts Curriculum Frameworks in developmentally appropriate ways.
- Routinely assesses and monitors each individual’s progress in developing a first language.
- Offers a safe learning environment that promotes creativity and critical thinking.
- Assesses and reports individual, academic and social development in a thoughtful approach.
- Promotes school/family collaboration in meeting the whole needs of the child.
- Utilizes current research and methodologies to support best practices in education.
- Believes each student can develop and achieve individual talents and life skills.

Family / Community
CCCBSD recognizes that strong families and the community are critical to the positive development of young people. To support this, CCCBSD:

- Provides unbiased information and support.
- Involves and engages parents as active participants in their child’s communication development.
- Provides resources for families, individuals, community, and professionals.
- Promotes and accepts a broad and diverse community of learners.
- Provides a place for parents, families, and the community to interact in the spirit of a social, academic, and enriching atmosphere.

**Culture**

CCCBSD recognizes Deaf students and adults as culturally and linguistically distinct. CCCBSD:

- Preserves the heritage of the local Deaf community.
- Educates children and families about Deaf life.
- Respects cultural and educational diversity.
- Facilitates interaction among Deaf and Hearing individuals.
- Supports students with self-actualization and identity, including, but not limited to Deaf rights, self-advocacy, and self-reliance.
- Recognizes technological advances for living.

**Student Non Discrimination Statement**

All CCCBSD enrolled students have the rights, privileges, programs, and activities available to students within the program. CCCBSD does not discriminate on the basis of race, color, gender, religion, national origin, age, sexual orientation, gender identity, disability, genetics, or ancestry in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

**The History of CCCBSD**

The Children’s Center for Communication/ Beverly School for the Deaf was founded in 1876 by William B. Swett, a Marbleheader and Deaf man, along with his friend the Reverend Dr. Thomas Gallaudet, of Gallaudet University, for Deaf adolescents and adults. They purchased a fifty acre site on an ocean inlet in Beverly (CCCBSD has been in continuous operation on this site for 130 years) with $500 donated by a Maine woman. Mr. Swett headed a Board of Directors of both Hearing and Deaf individuals (quite innovative for its time) to oversee the school. The School was named New England Industrial School for Deaf Mutes. The industrial department was established for older deaf students to learn the trades of local industry.

As trends in Deaf education evolved, CCCBSD has evolved regarding instructional methods as well. The school has used oral methods, sign supported spoken English, SEE II, ASL, and picture/AAC methods. Today, CCCBSD services Deaf, Hard of Hearing, Hearing, and Special Needs students. CCCBSD will use methodologies necessary to meet the needs of its diverse student population.

**Organizational Structure**

The Children’s Center for Communication/ Beverly School for the Deaf’s Board of Trustees is ultimately accountable for the fiscal and regulatory affairs of the organization. The board of trustees maintains oversight with the executive director.

The executive director is responsible for ensuring appropriate management of all organizational functions and oversees the educational programs, administrative support, food and janitorial support, building/grounds, the development director, consult/oral specialists, and the Institute.

The Program Administrators supervise the teaching faculty, and teaching assistants. The Education Directors supervise all interns and volunteers.

The Chief Program Officer and Department Heads for related services supervise their individual departments.

**Parent & Student Information**
Student Admissions

CCCBS makes parents of enrolled students aware that the policy and procedures manual is located in the Chief Operating Officer’s office and will be made available upon request. This statement is made in the Parent & Student Handbook that is available to families 24/7 on the school’s website under the Parent Information tab.

All enrolled students must be found eligible for special education and on an approved IEP. CCCBSD provides services for students with the following diagnoses. This list is a general list of population served but does not limit diagnoses of future enrollees. Hearing, Hard of Hearing, Deaf, Language Delayed, Communication Impaired, Global Delays, Multiply Handicapped, Autism Spectrum Disorders, Down Syndrome, Chromosomal Disorder, Cerebral Palsy, Low Vision, and Medically Fragile.

The process for enrolling a student at CCCBSD begins with the referral process. Referrals are initiated from school districts when a current placement is not meeting or unable to meet the needs of the student. Once the referral process begins, a packet containing the student’s IEP and all relevant reports is sent from the school district to CCCBSD. CCCBSD’s team of educators and specialists review the packet and discuss if this student may or may not benefit from CCCBSD programming. At that point, a tour/interview/visit is scheduled with the family/advocates and district personnel so each interested party has a chance to assess the situation on a personal level. During the visit, the Program Administrators and the Parents/Guardian and or district personnel have the opportunity to ask questions pertinent to the referral. The Program Administrator will also explain the school’s purpose and services. To further the process, a team of two CCCBSD professionals (typically the Program Director and one other professional) will visit the referred student in his/her current school environment to see how the child functions in his/her educational setting.

If it is determined by CCCBSD professionals that the student would benefit from CCCBSD’s educational program, there is an appropriate class assignment, and the parents/guardians, and the referring school district agree, a placement meeting is held to determine the service needs of the student and a start date is established.

Prior to admission, CCCBSD provides to the parents and the district a written copy of the following information within the Parent & Student Handbook:

1. The school’s statement of purpose;
2. The type of services provided;
3. Admission criteria;
4. Parents’ rights as described in 18.05(4);
5. Health care, including provisions for emergency health care and/or hospitalization as described in 18.05(9);
6. Planning for both foreseen and emergency terminations as described in 18.05(6), (7);
7. Methods of behavior support, violence prevention, discipline, management of harmful behavior by a student to himself/herself or others, and proper use of restraints as described in 18.05(5);
8. Activities related to daily living skills;
9. Contractual obligations with regard to payment for services. The school shall inform in writing any party, other than a local school district, responsible for placement of a student that said party is financially responsible for any costs incurred as a result of any placement not made pursuant to the requirements of 603 CMR 28.00;
10. Clothing requirements;
11. A description of normal daily routines;
12. Any specific treatment strategy employed by the facility;
13. A description of any normally occurring religious practices;
14. Visiting hours and other procedures related to communication with students and the facility as described in 18.03(9);
15. Name and telephone number of a staff person whom the parents may contact on an ongoing basis;
16. A description of a procedure which the parents or student may use to register complaints regarding the student's education and care at the facility; and,
17. A copy of the approved calendar.

Prior to the enrollment start date, proof of the student’s last physical (within the past 12 months of the start date). In the event of emergency placements, CCCBSD shall make provisions for a complete examination of the student within 30 days. All
immunization records must be submitted to the school nurse. Additionally, an enrollment packet including all consent forms (i.e. observation, research, media release, medication administration, consent for counseling, and consent for human development) and free/reduced lunch packets must be returned to CCCBSD as well. Additionally, medical release forms may require sign-off prior to enrolling students with a serious health condition.

Although CCCBSD does not write the contracts that public send for signature, CCCBSD will review the contracts to ensure that the sending public school district include, but not be limited to, the following terms:

- The out-of-district placement shall comply with all elements of the IEP for the student and shall provide, in writing, to the Administrator of Special Education detailed documentation of such compliance through completion of required student progress reports.
- The out-of-district placement shall allow the placing school district to monitor and evaluate the education of the student and shall make available, upon request, any records pertaining to the student to authorized school personnel form the school district and the Department in accordance with 603 CMR 23.00: Student Records.
- The out-of-district placement shall allow the placing school district and/or the Department to conduct announced and unannounced site visits and to review all documents relating to the provision of special education services to Massachusetts students at public expense. Access to documents for the placing school district shall include general documents available to the public, documents specifically related to the student placed by such district, and other documents only to the extent they are necessary to verify and evaluate education services provided at public expense.
- The out-of-district placement shall afford publicly-funded students all the substantive and procedural rights held by eligible students, including but not limited to those specified in 603 CMR 28.09, and shall comply with all other applicable requirements of 603 CMR 28.00 and applicable policy statements and directives issued by the Department.
- No school district shall contract with any out-of-district placement that discriminates on the grounds of race, color, religion, sexual orientation, or national origin or that discriminates against qualified persons with disabilities.

Orientation for New Parents and Students
Prior to admission to CCCBSD, all parents/guardians will meet with the Program Director for a tour of the school. At this time a meeting is held with the Program Director to discuss: what the program has to offer, the individualized needs of the child, and how/if the program can meet these needs.

Parent conversation along with a review of the student’s records by CCCBSD professionals, will help determine if the program is a match for the child.

Upon entering the program, every parent is given a Parent/Student Handbook containing all pertinent information, rules, and regulations. If a parent/guardian would like any additional information, s/he can always contact a CCCBSD professional for further assistance. If the information being requested cannot be answered over the phone or via email, the parent/guardian may request a meeting/classroom visit to obtain the information desired.

Community Peers
CCCBSD encourages the enrollment of community peers into its BSD preschool classrooms. Incorporating typically developing peers into the classroom make-up allows for all students to learn from one another; special needs students benefit from peer language and social models and peers benefit from learning about diversity and learning ASL.

When enrolling a community peer to CCCBSD, like any preschool program, there is a developmental checklist that needs to be filled out by the family prior to enrollment being accepted. One of the top priorities for CCCBSD to look for in a community peer is the child must have typical, age appropriate developmental skills, with no atypical behavioral needs and no therapeutic needs (speech and language, occupational or physical therapy - identified as needing an IEP).

Peers are accepted into the program on a first come first serve basis. Once classroom slots are full, a waitlist will be created and parents will be notified of classroom openings as they become available. Every effort will be made to increase capacity for siblings of deaf and hard of hearing students but there is no guarantee for automatic openings. CCCBSD must maintain appropriate ratios as mandated by DESE (Department of Elementary and Secondary Education).
For more information about the program, enrollment process, tuition rates, or schedules, please contact the BSD Assistant Program Director.

**Drop Off and Pick Up Time Procedures**

- July - August: 8:40 – 2:55 (Monday – Thursday)
- September – June: 8:40 – 2:55 (Monday – Friday)
- Early Release Days: 8:40 – 12:40

All vehicles will pick-up and drop-off at the CCCBSD traffic circle in front of the building’s main entrance. All vehicles must wait in line for a CCCBSD staff person to pull them forward and either take the child from the vehicle or safely escort him/her to the bus. It is the responsibility of the transportation company to ensure that all students are safely fastened into their seats.

If parents are providing transportation it is the expectation that they join the transportation vehicles in line and follow the same protocol as all other transportation vehicles.

**Program Closure**

In the event of inclement weather, CCCBSD may cancel school if the weather poses a risk for students, families and staff, during commuting to or from school. To check on CCCBSD’s cancellation status you may try the options listed below. Please do not call CCCBSD to determine the status as staff may not be in the building due to weather related emergencies.

- Watch networks: ABC, CBS, NBC, or Fox for the list of cancellations (look for Beverly School for the Deaf, not Beverly)
- Log onto the major networks. (look for Beverly School for the Deaf, not Beverly)
- A banner announcement will also

Please be advised that the transportation companies and the child’s school district have individual policies on bussing students regardless of The Children’s Center for Communication/ Beverly School for the Deaf’s decision to be open or delayed.

CCCBSD’s goal is to ensure a safe commute and campus setting for all students. CCCBSD may be closed/open when the opposite is true in your city or town. The executive director must incorporate a number of variables and inputs when closing or delaying school. This includes speaking with the Beverly Public Schools, the CCCBSD’s head of grounds, hearing from other school districts around our area, and listening to the Boston weather forecasters. We make every attempt to do this in a timely manner for all.

We serve children from New Hampshire to the South Shore of Massachusetts. There can be significant weather variability among the communities we serve and some districts may be open or closed due to localized weather conditions.

If there is an **early dismissal due to inclement weather the procedures are:**

If **The Children’s Center for Communication/ Beverly School for the Deaf** makes the decision to close early:

- The Children’s Center for Communication/ Beverly School for the Deaf notifies transportation companies.
- The Children’s Center for Communication/ Beverly School for the Deaf notifies parents.
- The Children’s Center for Communication/ Beverly School for the Deaf will call parents when their child has been picked up by their transportation company.
- Once students leave, transportation companies need to be in contact with parents regarding expected time of arrival at their home.

If **individual districts** make the decision to close/ pick-up early:

- Transportation companies notify The Children’s Center for Communication/ Beverly School for the Deaf.
- Transportation companies notify parents (students will not be released without verification of parental contact).
- Once students leave, transportation companies need to be in contact with parents regarding expected time of arrival at their home.
After-School/Evening Activities in cases of Inclement Weather

In the event CCCBSD is closed due to weather, all afternoon and evening activities will be cancelled.

In the event the weather prediction for the afternoon (3-6pm) calls for questionable road conditions, we will cancel all after school activities. Our goal is to ensure safe travel for students regardless of the time of departure. This may require coordination by CCCBSD with the parent and bus company to ensure transportation availability and someone home to receive the child. In this situation, CCCBSD will cancel after school activities before 2:15 pm to allow for coordination. We recommend families develop a contingency plan to address rapidly changing weather conditions which might require the cancellation of pm activities.

In the event of a delayed opening, after school programming and evening classes will run as scheduled.

Parent Involvement

CCCBSD has established a Parents’ Advisory Group (PAG) as an effort to involve all parents on matters that pertain to the education, health and safety of the students in the program.

CCCBSD invites all parents/guardians to attend PAG meetings. Meetings are scheduled regularly by the BSD Education Director on a quarterly basis. Notice of meetings with agenda topics are sent home to each parent/guardian prior to the scheduled meeting. The agenda discussed correlates to the current needs of the school and students.

Parents/guardians are encouraged to independently schedule meetings as needed, and notify the BSD Education Director as to the meeting date/time so they can attend as school support. Additionally, parents/guardians are encouraged to attend CCCBSD provided parent workshops, sign language classes, participate in school fundraisers, as well as attend school wide functions or classroom meetings.

Student Involvement

CCCBSD collaborates with the sending school district to ensure student participation in team meetings where required by law and if appropriate. At the age of fourteen (14), or younger if discussing transitional services, students are invited to attend the team meeting. If the student does not attend the team meeting, the district must take other steps to ensure that the student’s preferences and interests are considered.

Massachusetts law establishes age eighteen (18) as the age of majority. At that age, students are adults and competent to make their own decisions including those regarding their special education services, unless it has been deemed by a court of law that guardianship falls to a designated adult (see Consent at the Age of Majority). To prepare students for assuming their own decision making, Teams must discuss the transfer rights for at least one year before students turn eighteen (18).

Parent/Guardian Visits

CCCBSD recognizes the importance of parent involvement in their child’s education. All parents/guardians have the opportunity and the right to visit the program at any time while their child is present. Consideration towards the students’ and classroom learning environment is our primary responsibility, and therefore we encourage school visits to be as unobtrusive and as naturally occurring as possible.

To get the most out of a visit, it is CCCBSD’s expectation that all parents/guardians follow the guidelines outlined below.

Visitor Guidelines

CCCBSD defines a visitor as anyone who enters the building who is not a CCCBSD employee or student. When making arrangements to visit your child’s classroom or therapy session, these arrangements should be made at least 3 days in advance. Arrangements can be made through your child’s communication book, voice mail, email, or when possible, through face to face contact. The teacher/therapist will identify times that s/he is able to meet with you. Please be aware that staff has little flexibility in their schedules, so the time allotted may be finite in order to continue providing the necessary services to all CCCBSD students.
Upon making an appointment with the appropriate staff person, it will be the responsibility of that staff person to notify the main office of your visit time and date. Visitors must sign in at the main office and tell the front desk staff who you are here to visit, no exceptions. It is a requirement by the Department of Elementary and Secondary Education that for evacuation procedure purposes, every school must know exactly who is in the building at all times. If a visitor is visiting and any CCCBSD employee notices that s/he has not signed in, s/he will be asked to leave the visit to sign in at the main office. After signing in at the main office, please take a visitor’s badge so CCCBSD employees can recognize that the visitor has followed proper protocol.

If a visitor needs to deliver something to his/her child during school hours, please bring it to the main office. Someone from the main office will bring it to the classroom.

Upon completing the visit, please return to the main office to sign out and return the visitor’s badge.

Please note that due to legal liability, upholding student IEPs, and student confidentiality needs, parents are not permitted to substitute for IPDN during school hours more than 10 school days per year.

Visitor Limitations
Administrators are authorized to limit the visit when in his/her judgment it has become disruptive to the learning environment. Administrators are authorized to limit the visit when in his/her judgment it has become inappropriate to employees or the learning environment. Inappropriate behaviors may include but are not limited to: yelling at students or staff, using obscene, foul, insulting, demeaning, intimidating, or threatening language in conversations, physical force, inappropriate touching, or any unauthorized use of photographing, videotaping, or voice recording. An active visit or permission to visit may be denied if it is determined by a CCCBSD employee who is a part of that student’s team that the visit is not in the best interest of the student.

If a visitor refuses to sign in at the main office and or use a name badge s/he would not be in compliance with visitor protocol, would therefore be considered trespassing, and will be asked to leave the building.

Obtaining Parental Consent
On an annual basis, CCCBSD obtains consent forms from parents/guardians. Emergency medical treatment, and medication administration are the only consent forms needed annually; however CCCBSD prefers to obtain parental signatures for observation, media, observation & research, and human sexual education annually. This information is distributed in an enrollment packet that gets mailed to each student’s home prior to the start of each academic year or upon date of enrollment.

Research, Experimentation, Fundraising, Publicity, and Observation
CCCBSD makes every effort to involve the student’s parent/guardian and obtain necessary consent. Consent for matters related to: research, experimentation, fundraising, publicity, and observation will adhere to the following protocols.

Observation and Research
Each parent/guardian will receive a permission form requesting written consent in the event that opportunities for research and experimentation arise. This form will be sent home at the beginning of each school program or upon enrollment. Written consent permits your child to be part of a research or experimentation study. Without parent/guardian’s written permission, the child will be unable to a participant in these studies. Parents will be notified if a study is going to occur.

Fundraising
Use of the student’s or family’s name, photographs, or videotapes, for the purpose of fundraising will not be allowed without written consent from the parent/guardian.

Media Release
Each parent/guardian will receive a permission form requesting written consent for publicity release at the beginning of each school program or upon enrollment. Written consent permits your child’s photograph and/or name to be used within the realm of CCCBSD programming or to be released to the media or during a CCCBSD related event. Without parent/guardian’s written permission, the child will be unable to a participant in that media related matter. Please note that once permission is granted for publicity, the likeness of the student may become a permanent part of CCCBSD’s resource library.
**Observation**

Each parent/guardian will receive a permission form requesting written consent for observation at the beginning of each school program or upon enrollment. Written consent permits someone, other than CCCBSD staff to be able to observe your child. The observer will not be given any confidential information nor will they be left alone with a student without the supervision of a CCCBSD staff person. Without parent/guardian's written permission, the child will be unable to a participant in an observation.

**Change of Student’s Legal Status**

CCCBSD develops and implements written procedures for assuring that it is informed by a parent or guardian of any changes in a student’s legal status, and of the results of all judicial and administrative proceedings concerning the student. Written procedures shall additionally address disseminating this information to appropriate personnel.

At the time of the IEP, the student’s legal status is discussed in a formal conversation. Any anticipated changes are noted at that time in the additional information section of the IEP. After the meeting, the Director of Education will then follow-up with the school district for any updates on the change. Once the change is official, it is the responsibility of the sending school district to send a copy of the legal status of the student to CCCBSD. CCCBSD will then file the document in the student’s personnel file.

Official documents including, but not limited to the student face sheet and the administrative data page of the IEP should also be amended to reflect

**State and District – Wide Assessment**

Working with CCCBSD’s intensive student population creates many challenges when trying to implement any type of standardized testing due to the amount of accommodations necessary in order to make the test as successful as possible for the student. CCCBSD’s Curriculum Coordinator, in conjunction with the student’s educational team is responsible for making these accommodations during test preparation and the time of test administration.

Whether or not a student will take the on demand MCAS exam or whether the alternate assessment will be administered, is determined by the student’s team at the IEP team meeting the year prior to the test administration date. Additionally, at the time of this meeting, all necessary accommodations are determined and written into the IEP.

**Granting High School Diplomas**

At the IEP meeting, the student’s team discusses which courses the student will need in order to receive a diploma. In accordance with MGL c.71B, s.1, “…any student with a disability who requires special education is entitled to receive publicly funded special education until s/he turns 22 or ‘attains a high school diploma or its equivalent.’ “ Therefore, students must meet the Massachusetts state graduation requirements. One of which is that students must pass the 10th grade MCAS test with a score of 220 or higher on both English Language Arts and Mathematics in order to receive a high school diploma. The second requirement is based on requirements determined locally with individual school districts. This may vary from a district to district.

It is at the discretion of the school district if a certificate recognizing achievement, attendance, course completion, or participation will be awarded. CCCBSD does not grant high school diplomas but will award the student with a certificate of completion from CCCBSD’s program.

**Progress Reports**

Parents will receive reports on their child’s progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of students without disabilities. CCC’s educational Team reports on student progress on a quarterly basis. Progress report information sent to parents includes written information on the student’s progress toward the annual goals in the IEP. The program shall send copies of progress reports to the parents and public school. Documentation that records have been sent is done via cover letter/attendance sheet attached to the progress reports.

**IEP – Revisions and Changes**

When it is determined by any member of the student’s Team that revisions to the IEP are necessary in order to meet the needs of that student, an amendment to the IEP must be made. At this point the coordinating school district is contacted by the Program
Director and the team members affected by this change are asked to reconvene to review the reasons as to why the change or revision is necessary. Once the meeting is held and the amendment is drafted by the Program Director, the coordinating school district writes the amendment. This amendment then needs to be signed by all parties. The original is filed with the coordinating school district. Copies are made and sent to CCCBSD and the student’s family. This amendment will last for the duration of the IEP period.

IEP - Transition Planning
Beginning no later than when the student is 14 years old, CCCBSD and the Transitional Employment Coordinator will work with the collaborating school district to discuss a student’s transition needs at the team meeting. If appropriate, the team considers specially designed, measurable goals based on age-appropriate transition assessments related to training, postsecondary education, employment, appropriate adult services agency, and where appropriate independent living skills. If transition services are included in the IEP, they are based on the student’s needs, taking into account the student’s preferences and interests, and may include employment or other post-school adult living objectives, and the acquisition of daily living skills and functional vocational evaluation. The Department’s transition planning form will be used to document the discussion. When appropriate, students are invited and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.

For students approaching graduation or the age of twenty-two, the coordinating school district in collaboration with CCCBSD’s Transition Coordinator will provide the team sufficient information to enable them to determine whether the student is likely to require continuing services from adult human service agencies. CCCBSD may contact and/or make a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services (at least 2 years prior to the student’s 22nd birthday) for assistance if necessary.

Translations into Languages Other Than English
When students have parents or guardians with limited English language skills, CCCBSD ensures that important school information is sent to them in a timely manner and provided to them in a language that they understand, either through written translations of documents or through oral interpreters.

CCCBSD uses translation software to translate all documents pertaining important school information from English to a language the parents/guardians understand. If a staff person is fluent in the language that the document is being translated, then s/he is asked to review the document for accuracy.

Legal binding documents, such as IEPs, will be translated by the student’s home district. CCCBSD staff will take all necessary steps to ensure that the home district translates these documents for the families.

Student Records
Information contained in a child’s record is privileged and confidential. Program staff may not distribute or release information in a child’s record to anyone not directly related to implementing the program plan for the child without a parent/guardian’s written consent. The parent/guardian must be notified if your child’s record is subpoenaed.

Access to a child’s record
Parents/Guardians are entitled to have access to his/her child’s record at reasonable times on request. S/he must have access to the record within two business days of the request unless otherwise consented to a longer period. Parents/Guardians must be allowed to view his/her child’s entire record, even if it is maintained in more than one location. CCCBSD must have a permanent written log in each child’s record that identifies anyone who has had access to the record or has received any information from the record. This log is available only to you and the people responsible for maintaining the CCCBSD’s records.

Amending a child’s record
Parents/Guardians have the right to ask for information, comments, data, or any other relevant materials to your child’s records. They also have the right to request deletion or amendment of any information contained in your child’s records. If Parents/Guardians believe that adding information is not sufficient to explain, clarify or correct objectionable material in their child’s record, they have a right to a conference with CCCBSD to make objections known. If a conference with CCCBSD is
held, CCCBSD must inform you in writing within one week of the decision regarding your objections. If the decision is made in your favor, CCCBSD must immediately take action steps necessary to put the decision into effect.

Transfer of Records
When a child is no longer in care, CCCBSD can give a parent/guardian’s child’s records to you or any other person you identify, upon your written request.

Charge for Copies
CCCBSD will not charge a fee for copies of any information contained in a child’s records. CCCBSD does, however, reserve the right to charge for mailing costs.

Storage of Student Records
All CCCBSD employees are educated as to the importance of information privacy and confidentiality. All information in the student records is limited to information relevant to the educational needs of the student. Information and data added to the file will include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the file only need to include the name of the test and/or publisher, and date of testing.

The students’ educational files are stored in the main office as an effort to maintain privacy and security of all student records at CCCBSD which is a secure office.

All former CCCBSD students’ records are stored in storage space in the basement of the Burnham gymnasium. After a student transfers, graduates, or withdraws from the school system, CCCBSD will keep that student’s file for 7 years. Prior to destroying that record, written notification to the student/and or his/her family must be notified to allow the opportunity for them to receive the information in whole or in part. Transcripts, however, must be maintained for 60 following his/her graduation, transfer, or withdrawal from the school system. After that, these records will be destroyed.

All health related records are stored in the school health office. The same regulations are followed for these records as the ones for the educational files.

Student Attendance
Please contact the CCCBSD main office if your child will be absent on a scheduled day at: (978) 927-7070 ext. 200 and leave a message on the absentee reporting mailbox.

Student Dress Code
Students are expected to keep themselves neatly dressed and well groomed. Clothing worn in the school setting should be appropriate and not disrupt the instructional process. The following guidelines are designed to promote a standard of appearance which enhances the learning environment while allowing for reasonable comfort and individuality of all students.

Listed below are clothing standards which are considered unacceptable at CCCBSD:

- Clothing which overexposes the body.
- Apparel which advertises, glorifies, or symbolizes any illegal substance or substances illegal for use by minors.
- Any item of jewelry or clothing that might create a hazard to a student’s safety may not be worn.
- Students will be asked to remove hats while in the classroom.

Any questions regarding “appropriateness” will be determined by the Executive Director. In the event that a student dresses out of code, parents/guardians will be called to bring alternative clothing to school or the clothing will need to be covered with spare clothing available in the school health office.

Mobile Devices
It is CCCBSD’s expectation that students who possess mobile devices and have the devices with them during school hours to ensure that they are not using the device in a disruptive manner (e.g. anything that may disrupt the learning process.) Students
younger than high school age must leave their devices stowed in their lockers or personal storage space within the classroom. Students of high school age or older may keep their silenced mobile devices on them and may only use the device while seated during their lunch period. If a student’s team member deems behavior surrounding device use inappropriate or disruptive, the student needs to stop the use of the device and stow the device in their locker or personal storage space in the classroom.

It is understood that some students depend on their mobile device as their own personal communication system; therefore each teacher has the right to allow the use of the mobile device for such communication purposes during school hours. The student’s team will monitor the use of the device for appropriate usage and safety.

Videotaping or photographing with a mobile device during school hours is not permitted at any time without prior approval from the classroom teacher or administrator.

CCCBSD is not responsible for loss, repair, or theft of personal property. It is therefore recommended that all devices remain at home.

**Religious Practices**
CCCBSD has an eclectic student population, presenting many opportunities to celebrate their individuality on everything ranging from disability to ethnic background. Each and every student has something to teach and offer both their peers and staff. We take every opportunity to recognize these differences, encourage students to acknowledge their self-identity, and make them feel proud of who they are.

We do, however, need to place some restrictions around the area of religion and the celebration religious holidays in school. As a private school that receives 100% of our funding from public domains (school districts, DPH, DESE) our school policies must reflect some adherence to those expectations at a public level. As such, religious holidays will not be celebrated at CCCBSD.

While it is acceptable for staff to acknowledge a particular holiday and/or implement activities that may be appropriate within the context of the core curriculum (i.e. History or Social Studies), it is unacceptable for staff to do things that give the impression of religious endorsement, coercion, or otherwise including what could be perceived as an overemphasis between religions or on religion at all. Furthermore, celebrating/observing a religious holiday will not be permitted.

**Service Pets**
While CCCBSD understands and appreciates the benefits of service pets, these pet services may not be able to be accommodated within the school setting due to fears and allergies of other students. Allowing for the accommodation for one student/staff may infringe upon the rights of others.

**Toileting Procedures**
**Toilet Training**
CCCBSD ensures, for all students who are incontinent, that all toilet training will be done in accordance with the request of the child’s parents, the student’s IEP, and consistent with the child's physical and emotional abilities.

A specific toilet training plan will be developed with input from the child’s parents, teachers, support staff and school nurse. Teachers and parents will communicate on a regular basis (at least weekly) regarding the training process. Each toilet training plan will be developed to meet the needs of the individual child.

Toileting procedures are as followed:
- The student enters the bathroom/stall. Where appropriate, the student enters independently while the staff person waits outside of the stall to allow for the student’s personal privacy.
- After a child uses/tries the bathroom facilities, the student will wash their hands with antibacterial soap and dry with disposable towels. If the student needs a change of clothes or any assistance in the facilities, the staff person will use universal precautions (listed below) and assist the student as needed.
- Students may use the bathroom facilities throughout the day as needed.
- No student shall ever be made to feel badly for having an accident. Soiled clothes will be placed in plastic bags, tied closed and sent home with the student at the end of the day.
Diapering Requirements: CCCBSD staff shall change the diapers of students when wet or soiled. Additionally, staff will dry each student (if the student is not capable of drying independently) with individual materials during each change. It is CCCBSD’s expectation that each student’s family maintains a supply of clean, dry diapers, adequate to meet the needs of the student. CCCBSD will also have a supply of diapers in the event the student’s supply has run out.

When diapering, CCCBSD uses a disposable covering on the changing surface which shall be changed after each use, and/or bleach and water solution which can be used to disinfect the plastic surface properly.

Diapering Procedures are as followed:

- The student enters the changing area and is lifted via lift on the changing table where appropriate.
- A staff person washed his/her hands and then puts on protective gloves.
- If using a changing table, the staff person places a clean sheet of paper on the changing to cover the surface.
- Staff change the child’s diaper.
- The soiled paper and the diaper is placed in a plastic bag, tied shut, and then placed in a lined covered diaper pail. The liner of the pail is emptied at the end of each day and cleaned prior to inserting a new liner.
- Staff wipes down the changing table with a disinfectant solution after each diaper change.
- If diapering more than one child, staff must rewash and re-glove with a new pair of gloves between each child.
- Toilet training begins when parents/guardians or the educational team suggests it and/or CCCBSD staff recognize that the student is showing an interest.

Universal Precautions: Universal precautions will be used at all times during toileting and diapering procedures. The following guidelines will be adhered to:

- Wear gloves during all diaper changes and toileting assist.
- Wash hands before putting on gloves.
- Remove gloves carefully and dispose of in a closed container with a plastic lining.
- Wash their hands with liquid soap and running water using friction after diapering or toileting a child. Hands shall be dried with disposable towels.
- Running water shall be adjacent to the diapering area for hand washing.
- Diapering areas and handwashing facilities shall be separate from facilities and areas used for food preparation and food service.
- A common changing table or diapering surface shall not be used for any other purpose.
- The changing surface shall be smooth, intact, and impervious to water and easily cleaned.
- Soiled disposable diapers are placed in a plastic bag and then placed in a seal container with a plastic liner.
- Diaper pail will be emptied daily.
- Soiled non-disposable diaper are placed in a sealed plastic container labeled with the child’s name and returned to the child's parents at the end of the day;
- The changing surface is washed and disinfected with bleach solution (1:3) after each child has been diapered;
- A disposal covering is used on the changing surface which will be of adequate size to prevent the student from coming in contact with the surface. The disposal cover will be disposed of in a closed container.
- A supply of clean, dry diapers adequate to meet the needs of the children is maintained. Parents are responsible for providing the diapers.
- Each child is washed and dried with individual washing materials during each diaper change. (parents are responsible for providing diaper wipes).
- After changing the child’s hands will be washed with liquid soap and running water. Hands will be dried with individual or disposable towels;
- Each child’s diaper is changed when soiled.
- Soiled clothing shall be placed in a sealed plastic container or bag, labeled with the child’s name and returned to the child’s parent at the end of the day.

Clothing Requirements:
It is CCCBSD’s expectation that all parents/guardians of students who are incontinent supply their child with multiple sets of clean, dry, indoor, clothing, which will be made accessible to the student if his/her clothing becomes wet or soiled. CCCBSD
will have extra clothes available to the student, located in the school health office, if the student’s clothing supply has run out. All soiled or wet clothing will be placed in a plastic bag, tied closed and sent home with the student that day.

*Individual Plans*

Students who require individual toileting plans will have that plan developed by the student’s team. Team members must include CCCBSD faculty, as well as the student’s parents/guardians. When developing the plan, the team will meet to discuss appropriate techniques and methodologies that will foster the student’s development. Upon completion of a written plan (written by a team member) the parent/guardian must sign off on the plan documenting consent for implementation.

*Accessibility*

CCCBS makes every effort to be a facility which provides a fully accessible environment. During hours of operation, all areas of CCCBSD campus are wheelchair accessible. Please be aware during times when the building is closed, the gymnasium cannot be easily accessed by an individual using a wheelchair. Parking is available for faculty, staff, and visitors in the parking lot located off of Overlook Avenue.

*Services Provided, Daily Routines, & Daily Living Skills*

CCCBS provides a full range of services to accommodate the needs of its diverse population. These services include: Teachers of the Deaf, Special Education Teachers, Teaching Assistants, Speech Language Pathologists, Audiologist, Occupational Therapists, Physical Therapists, School Psychologists, Board Certified Behavior Analyst, Clinical Coordinator and Clinical Director, Transitional Employment Coordinator, School Interpreter, and School Nurses. All services on an enrolled student’s IEP can be accommodated within the program. In the event that a specialist is needed to provide services per the student’s IEP who is not employed by CCCBSD, the program will make arrangements for a subcontract situation.

The above mentioned services will occur within the student’s daily routine, which will be determined by the student’s teacher. Individualized schedules can be obtained by contacting the student’s teacher either via email or home/school communication notes.

Students who have IEP goals pertaining to daily living skills will have these skills addressed in a manner appropriate to his/her ability and/or age. They will practice daily living skills in the context of the classroom, Life Skills Center, or community trips. These skills will be addressed by the classroom teacher, paraprofessionals, and appropriate therapists.

*Student Standers*

Most student equipment is provided by the sending school district or the family’s insurance company. If a student does not have a stander when coming into the program, CCCBSD will provide standers for enrolled students while enrolled in the program. It is the responsibility of the physical therapy department to oversee and recommend equipment purchases to the program. The department will research the most cost effective standers on the market which will provide excellent positioning for each individual student. If parents and/or physicians would prefer a different type of stander, then the parent or school district must provide the equipment. The use of the equipment is overseen by the student’s school physical therapist. The department will work with families to maintain the equipment. Please note that CCCBSD does not provide personal medical equipment including, but not limited to: crutches, walkers, and gait trainers.

*Student Transfer Parameters*

It is CCCBSD’s policy that any student who weighs greater than 50 pounds and is physically dependent on faculty assistance for transfers, will be transferred using a lift system with an appropriate personal sling. It is at the discretion of a Lead PT if there should be a deviation from this safety policy. It is also at the discretion of a lead PT if students who weigh less than 50 pounds will be transferred with a one or multiple person lift or with a lift system. These determinations are made on a case by case basis by the student’s lead PT.

*Food and Nutrition*

CCCBS’s food service staff understands the nutritional requirements of the students enrolled in the program. Upon request from parents/guardians or other state agencies where appropriate, CCCBSD will provide breakfast for individual students. Lunch
is served daily, at the midpoint of the day between 11:00-1:15. All meals/menus constitute a nutritionally, well-balanced, adequate diet.

Menus are made available on a monthly basis during the school year and a weekly basis during the summer. Menus and food preparation is provided by Beverly Public Schools, where their staff understands the nutritional needs of students.

A regularly scheduled morning snack is provided daily. It is CCCBSD’s expectation that families provide snacks for their children. In the event that students forget their snack or a snack is not available for them to bring, CCCBSD will supply a nutritious snack (i.e., fruit, vegetables, Jell-O).

Nutritional Requirements
CCCBS serves meals which provide for 1/3 to 1/2 of the daily nutritional needs of children in accordance with the U.S. Department of Agriculture for one regular meal (lunch) or snacks (if provided).

Written Plan and Designated Person
During the academic year, CCCBSD purchases all school lunches/milk from the Beverly Public Schools. Within a half hour of the scheduled lunch period, the lunches are packaged in storage containers and are transported in thermal storage bags to the CCCBSD cafeteria. Food that is required to be kept warm is placed in metal pans on a heating plate while serving. All hot foods not being served are kept warm in the oven. All cold foods will be stored in the refrigerator. All food is served by CCCBSD food service personnel. Any leftover main course is disposed of at the end of the lunch period. Individually portioned fruit cups are saved and stored in the refrigerator until the next day in case a student is in need of a snack.

Requirements for Food Preparation, Storage and Services
CCCBS stores, prepares, and serves food so that it is clean, wholesome, free from spoilage, and safe for human consumption.

CCCBS provides a refrigerator (regulated for no more than 41 degrees) for food requiring refrigeration. All food is stored in clean, covered, containers. All bottles, utensils, and dishes are properly sanitized using dishwashing soap and hot water. All unfinished food, milk, and formula are disposed of when the student is finished consuming the product. CCCBSD’s food service personnel and Beverly Public Schools make every effort to prepare tasty meals and serve them in a manner which makes them appetizing.

Lunch Policy
All students are welcome to bring their own lunch to school that has been packed at home; however, CCCBSD also provides school lunch, prepared by Beverly Public Schools. The price of lunch will be made available prior to the start of each academic year. Applications are available for those who qualify for free or reduced lunch and need to be filled out annually upon enrollment or by September 30th of the current year. All reduced/free lunch guidelines are outlined according to state regulations on the forms that are filled out on an annual basis. These forms are distributed annually with student enrollment packets or upon student enrollment start date.

CCCBS’s food service staff understands the nutritional requirements of the students enrolled in the program. Lunch is served at the midpoint of the day. Menus are made available on a monthly basis during the school year and a weekly basis during the summer.

School Lunch Program
Purchasing/Ordering a Daily Lunch for your Child
CCCBS contracts with Beverly Public Schools (BPS) to provide and manage all components of the lunch program from an administrative perspective.

To order a school lunch, simply notify your child’s classroom teacher that you want lunch ordered for your child for a specific day. The order will be placed on a daily basis for your child by CCCBSD.
To pay for your child’s lunch there are two options.

1. Pay online using a credit card.
   - This option is preferable and ultimately most efficient and accurate.
   - To pay online, contact Stefani Timmons at CCCBSD and ask her for your child's specific ID #.
   - Once you receive that number, sign up at SendMoneyToSchool.com to set up your account and to add lunch money to the account.
   - A monthly email will be sent to you letting you know of your balance.

2. Send money to school with your child.
   - CCCBSD will submit to BPS.
   - You can send cash or check. A check must be made out to Beverly Public Schools.

Free and Reduced Lunch
CCBSD assures that all meals served to students will be done in a manner that ensures all children have equal access to the child nutrition programs. CCCBSD offers free and reduced lunch per state standards and pricing set by the Massachusetts Department of Elementary & Secondary Education; Office for Nutrition - Health and Safety Programs and the National School Lunch Program. Free and reduced lunches are offered to families who qualify financially according to the National School Lunch Program standards. State applications for this service are made available to families on an annual basis in their native language. After receipt of the application from the family, the application is sent to Beverly Public Schools (BPS) whose school lunch program office reviews the application and makes the determination, based on the National School Lunch Program’s Income Eligibility Guidelines. Each application is reviewed and confirmed by a Confirming Official. Upon determination of eligibility or ineligibility, someone from BPS will notify the family of the application results. If the family is denied, they have the right to a “Hearing” by the BPS Food Service Director. Applications are due upon enrollment or must be renewed annually by September 30th of the current year.

CCBSD & BPS does not discriminate regardless of race, color, gender, gender identity, religion, national origin, age, sexual orientation, political beliefs, disability, pregnancy, genetics, ancestry, gender identity or marital/family status.

Healthy Snacks
Kids love to snack, and the good news is that snacking is important to a child’s well being. Children are growing and developing rapidly. Active children have an increased need for energy as well as other essential nutrients. If children get too hungry, they may become cranky or find it difficult to concentrate on the task at hand. Healthy snacks help to bridge the gap between meals. Healthy snacks can round out the diet, helping to ensure that children are getting all of the nutrients they need to fuel their growth and development. Learning to eat and enjoy healthy snacks will encourage your child to develop healthy eating habits, both for now and for the future.

It may seem time-consuming to provide healthy snacks for children. It may also be a concern that children won’t like or eat healthy snacks provided. However, time can be saved and enthusiasm can be promoted for eating healthy snacks by including children in the planning and shopping for foods that will become their snacks. Many snacks are simple and the child can even help prepare them. Be sure to check the food labels to help determine a serving size.

It is CCCBSD’s expectation that families provide snacks for their children. In the event that students forget their snack or a snack is not available for them to bring, CCCBSD will supply a nutritious snack (e.g. fruit, vegetables, Jello).

Nut Product Restrictions
CCBSD has a number of enrolled students with life threatening allergies pertaining to peanuts/ nut products. If exposed to peanuts/nuts the student may develop a life-threatening allergic reaction that requires emergency medical treatment. Strict avoidance of peanut/nut products is the only way to prevent a life threatening allergic reaction. Therefore, CCCBSD strives to have a peanut/nut free cafeteria and peanut/nut free classrooms of students with the above mentioned allergies. CCCBSD requests assistance from families for providing the student with a safe environment.
All families will be informed via letter if their child’s classroom is a peanut/ nut free environment. Any student who is in a classroom where there is a peanut/nut allergy will be asked not to send in any peanut/nut products at all. If a student’s classroom does not have anyone who has these allergies, it will be requested that no peanut/nut products get sent for lunch since all students eat in the cafeteria.

Since any exposure to peanuts or nuts through contact or ingestion can cause a severe reaction. If your child has eaten peanut or nut prior to coming to school, please be sure your child’s hands have been thoroughly washed before entering the school.

Wellness Policy
CCCBSD recognizes the importance of promoting wellness across the campus for both students and staff. Health, nutrition, and fitness are imperative not only for success in the school environment but also throughout life. For these reasons, CCCBSD has established a wellness policy to include the following components:

- Goals for nutrition education, physical activity, and other wellness promotion activities.
- Nutrition guidelines for all foods available on each school campus.
- Guidelines for school meals that are not less restrictive than USDA guidelines.
- Plans to measure how well the school meets policy goals and making sure at least one person in the school is responsible for ensuring that the school develops and implements the wellness policy.
- Inform and update the public (including parents, students, and others in the community) about the content and implementation of local wellness policies.

Goals for nutrition education, physical activity, and other wellness promotion activities
All CCCBSD students receive nutrition education through health curriculum instruction that is adapted from the MA Curriculum Frameworks Health Strand. Exposure and instruction about nutrition is then carried over in a hands-on manner by setting up a healthy snack shop where students purchase healthy snacks on a weekly basis within the school setting.

Physical activity is also promoted within the Frameworks and is therefore taught and encouraged on a regular basis within the context of curriculum. Additionally, all classrooms have gross motor time, PT group, and/or Adapted Physical Education to promote the significance of physical activity.

Additionally, CCCBSD’s School Nurse works collaboratively with other school personnel and outside agencies (Physical Therapists, Audiologists, dental offices, etc.) to conduct appropriate annual screenings such as: Scoliosis checks, vision, hearing and dental screenings. Additionally, a body mass index is calculated for each student annually. These records are kept in the student's file.

Nutrition guidelines for all foods available on school campus.
CCCBSD encourages healthy nutritional habits for all students. CCCBSD does not provide food that falls under the category “fats, oils, and sweets” during school hours. If parents send in snacks for celebrations, they are encouraged to include healthy snacks or to refrain from celebrating with any type of food items at all due to the multitude of food allergies among the school’s student population. If food is served within the program, faculty and parents must be sensitive to all students’ dietary needs and ensure that everyone feels included in the activity at hand.

Guidelines for school meals that are not less restrictive than USDA guidelines.
CCCBSD ensures that all meals served at the program contain at least three areas of the five major food groups. During the majority of the school year, CCCBSD purchases all of its school lunches from Beverly Public Schools who also follow state standards regarding nutritional guidelines. When lunches are prepared at CCCBSD, it is ensured that meals are at least as healthy as the standards set by USDA guidelines.

Plans to measure how well schools meet policy goals and making sure at least one person in the school is responsible for ensuring that the school develops and implements the wellness policy
It is the responsibility of the Chief Operating Officer to develop the wellness policy, as well as to train faculty on the contents of what the policy states. It is the responsibility of the administration to ensure that faculty are abiding by the policy and putting it into practice.

Inform and update the public about the content and implementation of local wellness policies.
This policy is reviewed at a minimum of an annual basis prior to the start of each school year. Revisions that are made to the policy are posted to the parent/student handbook on the school website for anyone to review at any time. When major changes are made to the policy that directly impact students and families, a notification letter is sent home, in all applicable languages, informing families of the change.

Drug and Alcohol Free School
CCCBSD provides a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner. Drug, alcohol, opioid, and marijuana (regardless of MA laws) use prior to or while on duty are subjects of immediate concern and violations of this policy may lead to disciplinary action, up to and including immediate termination of employment. If a student has a marijuana-based medication, please connect with the school nurse directly.

No Smoking Policy
In keeping with CCCBSD's intent to provide a safe and healthy environment and in accordance with state law, the use of tobacco products, including e-cigarettes is prohibited anywhere on school grounds at anytime - day or night, weekend or weekday.

This policy applies equally to all employees, students, and visitors to the CCCBSD campus.

Supervision of Students
CCCBSD ensures that all staff shall at all times provide appropriate supervision of students while they are engaged in any school related activity on or off the school grounds. School-wide ratios are maintained during times of supervision. At no time are non-CCCBSD staff (i.e. interns or volunteers) considered part of the ratio for supervision.

CCCBSD’s diverse population requires different levels of supervision. Some require full 1:1 supervision at all times, while others have the ability to independently through hallways. Students who have this greater level of independence, are still required to have a staff person follow up with his/her whereabouts before and after transitions.

Student Safety
The safety of our students and program participants are imperative. The supervision and appropriate monitoring of all children, regardless of their ability or cognitive level, must be provided the highest level of professional oversight. In no case will any student be allowed to act independently without the knowledge of a CCCBSD adult while participating in a CCCBSD sponsored activity, event, or program.

To ensure the safety of all students – CCCBSD faculty, staff, volunteers, interns, and parents should:
- Never leave a child alone in a setting without another adult.
- Never allow a child to travel to another part of the building or campus without following up that said student has arrived safely.
- Recognize the level of self-preservation of students prior to entering community settings.
- Acknowledge the procedures for runaway or missing students.
- Adhere to all community procedures
- Recognize behavioral issues across the student population.
- Be certified in behavioral management and restraint training.
- Recognize the procedures and guidelines for securing additional faculty or behavioral support.
- Understand any medical issues or side effects of medications of students they work with.
- Never leave harmful objects or substances in a place where a child could access it.
Cleaning substances, hot liquids, flammable chemicals, medications, power tools, sharp knives or potentially dangerous items should not be within the reach of students. These types of materials/items must be kept under lock and key per state regulations. Please report such existing hazards immediately.

Unauthorized Persons Picking Up Children
A CCCBSD staff person may only discharge a student to an appropriately designated person such as the student’s parent, guardian, or family member, or a person who has been approved by the student’s parent or guardian. A student may also be discharged to a member of the community when such a person has been designated in the student’s service plan or individual education plan. If CCCBSD staff do not recognize or know a person who is accepting or picking up a student, then the CCCBSD staff person will ask to see appropriate identification from the person.

Whenever a person is not authorized to pick up a child (this includes those whose status changes because of a restraining order), the child will not be released to this person. The adult will be asked to leave. If s/he refuses, CCCBSD may be compelled to call for police assistance.

Registering Complaints and Grievances
CCCBSD does not discriminate regardless of race, color, gender, gender identity, religion, national origin, age, sexual orientation, political beliefs, disability, pregnancy, homelessness, or marital/family status.

CCCBSD is committed to providing quality services and respecting the rights of all enrolled students, families, and employees. If anyone feels s/he has been discriminated against for any reason, or have complaints regarding the student's education and care at CCCBSD, the following procedure should be followed:

1. Discuss or submit the allegation with a Program Director.
2. The Program Director will investigate the allegations and respond through personal interview and in writing within five school days of the allegation.
3. If the matter is not resolved by the Program Director, the allegation will be brought to the Executive Director by the Program Director.
4. The Executive Director will investigate the allegations and respond through personal interview and in writing within ten school days of the allegation.
5. The decision of the Executive Director is final within the school level.
6. If the individual making the report chooses to continue the process, s/he can continue that process with the appropriate state agency for further discussion.

Written records will be maintained of all decisions resulting from the grievance procedure.

This policy is made available to all parents, students (when appropriate), and employees on an annual basis via the parent/student handbook or employee handbook. The policy will also be made available upon request.

Health and Safety

Provision of Medical, Nursing, and Infirmary Care
CCCBSD employs a nursing department with both Registered Nurses and Licensed Practicing Nurses who are available to care for the health care needs of the school population. Their work schedule requires them to be at work from 7:45 – 3:15, Monday – Friday. This schedule serves as their shift schedule. This ensures they will be on campus for the duration of school hours. Nursing is always available even in the event of nursing absences.

Name and Contact Information for the Consulting Physician and Additional Emergency Contacts
CCCBSD has secured the services of a licensed physician who is available for consultation services by the school nurse or her designee. This physician has been appointed by CCCBSD’s board of trustees. The following information details his contact information, scope of responsibilities, qualifications, responsibilities, completion of physical assessments, and coordination of community providers.
Contact Information: Dr. Sheryl Silva, Garden City Pediatrics, 83 Herrick St., Suite 1003, Beverly, MA 01915, 978.927.4980

Scope of Responsibilities:
The school physician consultant agrees to provide medical expertise and consultation in the development and implementation of the comprehensive school health program. The school nurse may request consultation on individual students or groups of students with specific health issues at any time. The school physician acts as a resource, more specifically in the following areas:

- Provides general consultation to school nurses on matters relating to the health of the school population.
- Collaborates with the school nurse with identifying the need for developing policies and procedures governing school health services for individuals or groups of students, which are then shared with the School Board for adoption.
- Provides consultation on the development of policies pertinent to the health and safety of the school, e.g., emergency care plan, first aid program bee sting policy, environmental safety, athletic safety.
- Collaborates with the school nurse, school administrators and other pertinent school personnel, as well as the Department of Public Health, to develop and implement a program of immunization against communicable diseases and control of other infectious illnesses, e.g., blood borne illnesses, parasitic diseases, and tuberculosis.
- Assists in developing policies on exclusion and readmission of students based on the aforementioned conditions.
- Collaborates with the school nurse on specific health issues of individual students as they relate to the school setting, including classroom management of the child with physical or emotional problems.
- When indicated or requested by the school nurse, communicates with the child’s primary physician on medical issues pertinent to the school setting.
- When indicated or requested by the school nurse, reviews the reports of physical examinations performed by the student’s primary care provider.

Coordination with Community Providers:
In collaboration with the school nurse, the consulting physician interprets the needs and responsibilities of the school health program to the Board of Trustees, the community and other health care providers within the community. S/he also cooperates with other medical and public health professionals in prevention programs designed to enhance the health of children and adolescents within the community.

Independent Private Duty Nursing
Some students require extensive, intensive or complicated nursing care for their ongoing medical conditions. Under certain circumstances an Independent Private Duty Nurse (IPDN) may need to be hired by the student’s parent/guardian or the student’s school district. This independently contracted Nurse is responsible for the daily nursing needs of the student. Due to legal liability, upholding student IEPs, and student confidentiality needs, parents are not permitted to substitute for IPDN during school hours for more than 10 days per school year with no more than 2 consecutive days at a time. The following are examples of what can constitute the need for an Independent Private Duty Nurse:

1. The student’s medical needs require a very high level of nursing assessment, treatment and care to enable the student to access the curriculum
2. The student’s variable health care needs may cause erratic attendance at school.
3. The student receives nursing services in the home.

The responsibilities of the Independent Private Duty Nurse are as follows:

1. To contact the CCCBSD Director of Nursing within two weeks of: the student starting here at CCCBSD; and, the start of each new school year.
2. To provide CCCBSD with the following credentials and CCCBSD-provided forms:
   ○ A current Massachusetts Nurse license and CPR /AED certification
   ○ A completed CCCBSD Emergency form including agency contact information.
   ○ Completed CORI form to be filed at CCCBSD.
3. To care for their assigned student’s medical, supportive and personal care needs at school, on field trips and during transportation to and from school. The extent of personal care needs will be determined through collaboration among: the student, when possible; the parents; the classroom teacher; and, the IPDN.
4. To provide nursing care, assessment and treatment for his/her student only.
5. To handle any medical emergencies that might arise for the student under their care.
6. To update a School Nurse with any changes or concerns pertaining to their student.
   ○ The IPDN will contact a CCCBSD Nurse any time he/she has a concern or wants to collaborate about the student.
Throughout the year, to provide a current copy of the student’s 485 document to be placed in the student’s medical file.

To provide relevant medical information as requested for IHP planning. He/she is responsible to review and collaborate with a school nurse on the draft of the Individual Health Care Plan. Included in the IHCP will be an emergency evacuation plan.

To maintain strict confidentiality for their student and the other students they come in contact with. All communication with the student’s home should relate to nursing care only. All daily, classroom and academic communication will be done by the classroom teacher or staff.

To maintain strict confidentiality regarding classroom interactions with other students and staff.

To maintain all the documentation of care provided during school hours. These documents will be made available upon request of the CCCBSD Director of Nursing.

To attempt to make sure the nursing services provided to the student are as non-disruptive and non-intrusive as possible for the student, other students and teachers.

To be a resource to the classroom teacher in matters pertaining to the student’s health, that directly or indirectly affect the student’s ability to access the curriculum.

The Independent Private Duty Nurse is expected to follow all rules relating to dress code, ( no open toe shoes) professional decorum and confidentiality. Any questions should be directed to either the Director of Nursing or Stefani Timmons, C.O.O.

IPDN is responsible for making sure all medications and equipment are secured away from other students.

Eating in the hallways is discouraged. For times when there is no other choice, food eaten can NOT contain any nuts or peanuts as ingredients. At no time should food be left out open in the hallway. All fluids should be in a non-breakable covered container.

Above all, the Independent Private Duty Nurse has the final determination in accessing 911 when she/he deems necessary. After 911 is called the Director of Nursing or another school Nurse is to be notified.

If the IPDN determines the student needs to go home, the classroom teacher should be contacted prior to a call being placed to the parents.

CCCBSD recognizes the need for the Independent Private Duty Nurse to have access to and use of his/her cell phone. We also recognize the need to minimize distraction to the student and other students in the classroom. Any use of a cell phone should occur outside of the classroom, in as private an area as possible. Use of cell phones should be restricted to emergency calls or calls directly related to the student for whom they are responsible.

**Independent Private Duty Nursing Substitution Policy**

CCCBSD’s top priority is to protect the health, safety, and confidentiality of all of its students in the education setting. Consequently, while CCCBSD will allow for the substitution of IPDN’s in certain limited circumstances, it will do so only subject to the following conditions:

1. Any IPDN substitution will require compliance with all regular IPDN guidelines outlined in this Policy, the child’s care plan, and the general policies of CCCBSD. If a parent/guardian is substituting for an IPDN, he/she will be considered to be acting in the role of a nurse, and as such, these policies and guidelines will supersede his/her role as a parent/guardian.

2. In the event that an IPDN is unavailable for work on a given day, the parent(s)/guardian(s) will make every effort to obtain credentialed substitute nursing coverage, and inform CCCBSD of that effort. Any training of substitute nurses by parent/guardian which takes place at CCCBSD will last no more than two (2) consecutive days.

3. **As a last resort**, in the event that credentialed substitute nursing coverage cannot be obtained by the parent(s)/guardian(s) or school district, a parent or guardian may substitute for the IPDN, but only subject to all of the following conditions:
   a. In order to avoid breaches of confidentiality, the parent/guardian will never disclose any information regarding other students to any third party at any time, in any format;
   b. In order to avoid disruptions of the learning environment, the parent/guardian will never interfere in any lesson or testing taking place, which means that the parent or guardian will not interact with the education environment unless said interaction pertains to the medical needs and safety of the student;
   c. Parents/guardians are not allowed to permanently substitute for IPDNs, with “permanently” defined as “more than ten (10) school days per school year (July 1 – June 30), and/or more than two (2) consecutive school days;” and
   d. The parent(s)/guardian(s) waive any potential past, current or future claims against CCCBSD or its agents and employees arising out of any medical emergency or harm created or exacerbated because CCCBSD allowed a parent/guardian to substitute for a medical professional, even if permitting such substitution is not allowed by the relevant IEP. This waiver also covers any potential claims for compensatory education or compensation. The parent/guardian also hereby releases, covenants not to sue, and agrees to hold harmless, defend, protect, and indemnify CCCBSD, its current and former officers, trustees, directors, agents, servants, employees, representatives, or any other persons, firms, entities, third-parties, independent contractors, or others, whether specifically named herein or not, from and against each and every claim, demand, and cause of action, to
include injuries, death, or property damage, and hereby releases and agrees to defend, protect, and indemnify
them against all liabilities, obligations, expenses, costs, (including reasonable and necessary attorneys’ fees),
and all other amounts which may be associated with the defense of any claims, causes of action, or demands,
to include injuries, death, or property damage, which might be brought by any person or any third party, that
are in any way related to CCCBSD’s performance under this agreement or caused by the students and/or
employees of the organization in connection with the work and/or services performed in connection with or
arising out of this agreement.

4. In the event that a parent/guardian violates any one or more of the aforementioned conditions, CCCBSD will have the
sole discretion to revoke that parent’s or guardian’s ability to serve as a substitute for an IPDN any further.

On File:
- CORI check
- Emergency contact form
- Fingerprint-based background check

The Director of Nursing and School Nurses’ responsibilities for a student whose medical care during the school day is provided
by an Independent Private Duty Nurse are:
1. To offer/provide the student with the same school health services that are provided to all other students, unless
otherwise stated in the student’s IEP, IHP or by their parents.
2. To insure the student meets current standards for school entry (immunizations, physical etc.).
3. To have contact with the Independent Private Duty Nurse within the first two weeks of a new student’s arrival and
yearly at the start of each new school year to review the student’s treatment and medical orders, health care needs
and this policy. A copy of this policy will be given to the Independent Private Duty Nurse to keep as a reference in
their student’s record. The original will be filed in the Health Office.
4. To maintain a school health record for the student, including copies of orders for treatments and medications to be
given at school (Form 485).
5. To collaborate with the IPDN in development of the IHCP. A copy will be maintained in the student’s school medical
file and classroom clinical file.
6. To be trained by the Independent Private Duty Nurse for any specialized medical care in the event he/she becomes
unable due to an emergency.
7. To provide assistance to the IPDN should the student have a medical emergency.
8. To maintain a safe environment for the student. The CCCBSD Director of Nursing will share any concerns about the
student’s safety and/or safe practice by the Private independent Nurse with the Chief Program Officer, Program
Director and parent / guardian.

CCCBSD Staff Responsibilities:
1. Classroom teachers, and other staff, shall not expect, nor request the IPDN to assist in any medical or non-medical tasks
for any student other than their assigned one.
2. The collaboration between the Independent Private Duty Nurse and those employed here is very important; however,
confidentiality must be maintained at all times. Teachers and other school staff shall not share any educational
information with the independent nurse, unless it is necessary for medical planning for his / her student.
3. All questions and concerns should be directed to the Director of Nursing and/or program director.

Contact information:
Agency name:____________________________________________________
Agency phone: #______________________________________________
Supervisor’s name:____________________________________________

I have read and agree to abide by this policy in regards to my duties and responsibilities to the student assigned to my care at
CCCBSD.

Signature:_________________________________________ Date_____________
Universal Precautions

Preventative measures and good personal hygiene are the basis for protection against contagious conditions and infections. CCCBSD and all faculty and staff are required to follow all Universal Precautions at all times with all students and personnel. A mandatory school-wide training is provided to all staff and faculty to ensure compliance with Universal Precautions.

Life Threatening and Communicable Diseases

Students with life-threatening or infectious illnesses (i.e. such as cancer, MRSA, AIDS) may continue to attend CCCBSD as long as s/he able to participate in regular programming. CCCBSD supports these students to continue with regular programming as long as s/he is able to carry on. As in the case of other disabilities, CCCBSD will make reasonable accommodations in accordance with all legal requirements, to allow students with life-threatening illnesses to perform the essential functions of their school day. CCCBSD may ask families for medical certification that the student's condition does not present a significant risk to self, students and other staff.

All CCCBSD employees follow universal precautions. Preventative measures and good personal hygiene are the basis for protection against contagious conditions and infections. CCCBSD and all faculty and staff are required to follow all Universal Precautions at all times with all students and personnel. A mandatory school-wide training is provided to all staff and faculty to ensure compliance with Universal Precautions.

Medical information on individual students is treated confidentially. CCCBSD will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of student medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Families with questions or concerns about life-threatening and communicable diseases are encouraged to contact the School Nurse for information and referral to appropriate services and resources. Additionally, CCCBSD consults with the Massachusetts Department of Public Health and the Center for Disease Control for ongoing guidance.

Student Allergies

CCCBSD takes all necessary precautions for the protection of students from exposure to student allergies. If a student is identified as having an allergy, the school nurse will connect with the parents/guardians of the student to discuss prevention, signs, symptoms, and action plans. The school nurse will then write an allergy action plan that contains information for prevention, signs, symptoms, and what actions to take if the student is having an allergic reaction. This information will be discussed with the student’s team. The information will be stored in the school health office, as well as the student’s clinical book or folder in each classroom, and the student file.

During CCCBSD’s orientation, all staff are trained on how to react to life threatening allergies, educated about the effects of cross contamination, and the use of an EpiPen.

Preventative Health Care
CCC has developed an extensive health care manual. This manual includes, but is not limited to the following policies and procedures regarding preventative health care:

**Dental**
Annually, via student enrollment packets, parents are required to provide proof of a dental examination within the last twelve months. If more than one year has passed since the last dental exam, the school nurse works collaboratively with the parents to ensure that an exam is scheduled. With parental permission, CCCBSD will conduct an annual Fluoride Varnish Application Clinic in collaboration with a state program.

**Physicals**
CCCBSD ensures that every student is examined by a duly licensed physician, nurse practitioner or physician assistant upon admission (within one year prior to entrance to the program or within 30 days after program entry) and every 3-4 years afterwards. A written report is required from the physician(s) of the results of the examination and any recommendation and/or modification of the student’s activity. On an annual basis in student enrollment packets, parents are required to report the date of their child’s last physical examination. Although a physical is only required every 3-4 years, the school nurse encourages parents to go more frequently due to the nature of the student population. If more than one year has passed since the last exam, the school nurse works collaboratively with the parents to ensure that an exam is scheduled.

**Vision and Hearing Screenings**
Due to the complexity of our students, hearing and vision screenings are not done at CCCBSD. These tests should be done at your child’s primary care physician, specialist’s office or through your school district. Please forward all results to the CCCBSD Nurses’ Office.

**Postural Screenings**
CCCBSD, in cooperation with the student’s public school, developed a plan to ensure that postural screenings are conducted. Tests ascertaining postural defects shall be administered at least once annually in grades 5 through 9. With parent permission, screenings are conducted onsite by CCCBSD’s school nurse and physical therapist.

**Communicable Diseases**
A student with a diagnosed or suspected communicable illness shall remain at home through at least the next school day. Upon returning to school, the student should be well enough to participate in his/her academic activities (e.g. Child stays home Tuesday and Wednesday, but still feels ill, s/he needs to stay home on Thursday)

A signed healthcare provider’s note will be needed for re-entry into school. Any prescribed medication must be given for a full 24 hours before returning to school.

**Medication Storage**
CCCBSD has a locked cabinet that is stored in the school health office where all medications are stored. The school nurse or his/her designee is the only person who has access to the key. Toxic substances are labeled with contents, the antidote, and the number for the poison control center. The school health office has separate disposal boxes where all sharp objects.

**Family Planning**
When appropriate, CCCBSD provides or arranges for the provision of family planning information, subject to any applicable state or federal legislation. When appropriate, family planning education will be provided as part of the health curriculum to middle school and high school students.

**Health Documentation**
Upon enrollment to any CCCBSD program, all of the following records are required to be submitted to the CCCBSD school nurse prior to the start date of the program.
- Emergency Forms
- Physical Examination Form (must be within 1 year)
- Immunization Records
- Proof of dental exam within the last year
Illness Exclusion Policy
Guideline for Illness/Accident
Any child who is injured or ill will be cared for in the health office by the CCCBSD school nurse or a designee. A CCCBSD administrator will be notified if a child is injured or sick and will immediately go as needed to the location of the child and escort the child to the health office. Using information gathered by the program staff members, the CCCBSD school nurse or designee will determine if the child should be sent home, be allowed to lie down for a period of time, or be taken to the doctor or hospital for emergency treatment.

- Any child with a temperature of 100F or above will be sent home or isolated from other students. When a child is isolated, a CCCBSD staff person will be in attendance at all times. A child should be fever free, off of all antipyretics, for a full 24 hours before returning to the program. If a child has been sent home from school during that day with a fever s/he should not attend the program the following day.
- If a child has cold symptoms and is feeling too sick to participate in program activities, s/he will be sent home. Any child who is unable to control nasal and respiratory secretions is risking the health of other program attendees and staff and therefore, will be sent home.
- We expect children to arrive at our program ready to participate. If for some reason a child has had a particularly difficult day please notify staff of the circumstances so that they can deal with the situation accordingly.
- Any illness related to absences of 3 or more days and any length of hospitalization, including day surgery or an emergency room visit, will require contact with the school nurse prior to returning to the program. Additionally, a doctor’s note will be required on the day of return stating that the student is cleared to come back to school.
- Any child with a rash that is accompanied by a fever or a behavior change should be kept home. A child with a rash noted in the program setting will be isolated and sent home. Children with undiagnosed rashes should stay home until it can be safely determined that the illness is not contagious.
- If a child vomits due to illness s/he will be isolated and sent home. Any child who has vomited two or more times in the previous 24 hours should not attend the program unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration.
- A child will be excluded when having diarrhea if s/he has two or more watery stools or if the stool is accompanied by fever or contains blood or mucus. A child will be sent home if the stool can not be contained by a diaper or bathroom visits.
- If a child is diagnosed with strep throat s/he will be excluded from the program for 24 hours after treatment begins. S/he should be feeling well enough to participate in the program activities.
- If a child has head lice, he or she will be isolated and sent home. S/he may return to the program once treatment has been provided. All nits must be completely removed.
- Any child with conjunctivitis will be excluded for 24 hours after treatment has begun.
- A child with impetigo must stay home for 24 hours after treatment has been started. The area must be kept completely covered.
- A child with Scabies will be sent home and will be excluded until after treatment begins.

Parents/guardians should communicate with the CCCBSD program if their child has contracted an illness or condition even if it is suspected that the source was from somewhere other than CCCBSD.

Parents and guardians, please be sure to notify the school immediately when you have a change in an emergency contact number. If your work number, cell phone number, home number, or email changes please notify the program director immediately. Children, as a rule, can get sick at the most inconvenient times. Have a plan so that if your child becomes sick during the program you will be able to make arrangements for them to be transported home. Please respect the program’s judgment and know that we are making decisions based on what is best for our whole program community.

Emergency First Aid
CCCBSD has developed an extensive health care manual. This manual includes, but is not limited to the following policies and procedures regarding emergency first aid:
● CCCBSD understands that no emergency first aid or medical treatment is administered to a student without written authorization from a parent. Written consent is obtained on an annual basis at the start of each academic year or upon the date of enrollment.

● The school nurses ensure secure storage of adequate first aid supplies, including but not limited to bandages, body substance isolation gloves, gauze, adhesive tape, and cleaning solutions.

● In order to ensure there is easy access to first aid supplies in major activities areas, multiple first aid kits are maintained. There is a first aid kit in the school health office, in the gym, cafeteria, and in each CCCBSD vehicle. Each kit contains at a minimum: bandages, gloves, gauze, adhesive tape, and cleaning solutions. First Aid kits will be kept in locations where they are easily accessible by adult staff but can not be easily reached by students.

● If a student is in need of immediate emergency treatment, s/he should be transported to Beverly Hospital, accompanied by the school nurse or his/her designee. Parents should be called as soon as possible. Emergency Medical Services can be activated by dialing 911, in the event of a severe injury or illness. A staff person should not hang up the telephone until directed to do so. An extra staff person should be sent to greet the emergency medical team and direct them to the student. The student should never be left unattended. The student’s emergency medical file should accompany him/her to the hospital. An accident report should be filed within 24hrs of the injury. Accident reports are located in the main office and the school health office.

● If a student is treated for medical care communication will occur between CCCBSD and the parent/guardian. If a student is treated for a minor illness or accident, a note is sent home to the parents in his/her communication book and or an email is sent to the family from the school nurse. If a more serious injury occurs that requires care other than basic first aid, CCCBSD’s school nurse will provide all appropriate care. This is also followed up by the school nurse. If it is determined that the student needs the care of the hospital, emergency medical services will be activated and the parents will be informed immediately by the school nurse or her designee.

If the school nurse assesses the child is too ill to remain in the health office, the child’s primary care physician will be consulted for advice. The school physician may also be consulted for advice as well. CCCBSD will take all necessary steps to see that the child receives optimum medical care, including transporting the child to the doctor if necessary.

A student with a severe injury or illness will receive emergency first aid and emergency medical services will be activated by calling 911. The school nurse or his/her designee will bring the student’s emergency forms and accompany the student to the hospital. This CCCBSD staff person will stay in attendance until the student’s parent/guardian or emergency contact person arrives and relieves him/her.

A student health encounter form will be filled out and kept in the school health office. An accident form will also be filled out if the injury occurred while attending the program. Any hospitalization during school hours will require a Form 2 to be filled out and sent to DESE.

Medication Training
The CCCBSD nursing department consists of registered nurses (RN) and licensed practical nurses (LPN). These are the only employees who are allowed to administer medication within the building. CCCBSD has Massachusetts DPH certification that allows the nurses to train classroom staff on how to administer medications in the event they are off campus at the scheduled medication time. These classrooms must go through a medication administration training that teaches about the nature of a medication, potential side effects and any special precautions or requirements. The training will be provided by the registered nurse to all staff providing care or instruction to students for whom any staff administers medication.

Additionally, the school nurse (RN) will provide the classroom staff with information regarding potential side effects of any medication a student is taking.

Administration of Medications
CCCBSD has developed and will implement written policy and procedures regarding the administration of medication including, but not limited to, the following:

● No medication is administered to a student without written authorization from a parent and a signed order from a healthcare provider. Such authorization shall be renewed as needed or annually at a minimum.
- The school maintains written policies and procedures regarding prescription and administration of medication including authorization, pre packaging and staff training. The school nurse, in collaboration with the parent or guardian whenever possible, shall establish a medication administration plan for each student receiving a medication. No medication will be administered without being received by the school nurse in its original packaging. Medications are generally administered by the school nurse with the exception of Epipens. A training given by the school nurse to his/her designee occurs upon learning that a student has an Epi-pen. In the situation that a student is over 18 and his/her own legal guardian, s/he may administer his/her own medication.
- Any change of medication instructions, or new medication must be authorized by a new order signed by a healthcare provider. The student’s parent must send in written authorization for the nurse to make the change or add the new order.
- A written record shall be maintained of all medication orders, treatment orders, staff trained to administer medications off campus and parental authorizations. A digital record shall also be maintained of the administration of prescribed medication to. Any significant side effects of medications shall also be recorded. This medication administration record is kept and maintained by the school nurse.
- All medicine shall be kept in a locked, secure cabinet and labeled with an intact pharmacy label with the student's name, the name of the drug and the directions for its administration.
- The school shall dispose of or return to the parents any unused medication and it should be appropriately documented. All medications should be returned at the end of the school year. Parents have the right to pick up their child’s medication at any time.
- Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist.
- Provisions must be made for refrigeration of medications, when necessary. Medications requiring refrigeration shall be stored in either a locked box in a refrigerator or in a locked refrigerator maintained at a temperature of 38 to 42 degrees.

CCCBSND permits no more than thirty (30) school day supply of the medication for a student shall be stored at school.

A review of medications administered to a student shall be incorporated into all case reviews conducted at CCCBSD with staff regarding the student. This review occurs at the start of each school year, upon enrollment of the student, or upon the need for a medication. Additional reviews or revisions will be made as needed throughout the school year.

**Administration of Antipsychotic Medications**

CCCBSND has developed and will implement the following written policy and procedures for the administration of antipsychotic medication. CCCBSD shall not administer or arrange for the administration on antipsychotic medication (drugs used in treating psychosis and alleviating psychotic states) except under the following:
- Antipsychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment and care of the child and only after review of the student's medical record and actual observation of the student.
- The prescribing physician shall submit a written report to the school detailing the necessity for the medication, staff monitoring requirements, potential side effects that may or may not require medical attention and the next scheduled clinical meeting or series of meetings with the student.
- No antipsychotic prescription shall be administered for a period longer than is medically necessary and students on antipsychotic medication must be carefully monitored by a physician.
- Staff providing care to a student receiving antipsychotic medication shall be instructed regarding the nature of the medication, potential side effects that may or may not require medical attention and required monitoring or special precautions, if any.
- Except in an emergency, as defined in 18.05 (9) (g), the school shall neither administer nor arrange for the prescription and administration of antipsychotic medication unless informed written consent is obtained. If a student is in the custody of his/her parent(s), parental consent in writing is required. Parental consent may be revoked at any time unless subject to any court order. If the parent does not consent or is not available to give consent, the referral source shall be notified and judicial approval shall be sought. If a student is in the custody of a person other than the parent, a placement agency or an out-of-state public or private agency, the referral source shall be notified and judicial approval shall be sought. In an emergency situation, antipsychotic medication may be administered for treatment purposes without parental consent or prior judicial approval if an unforeseen combination of circumstances or the resulting state calls for immediate action and there is no less intrusive alternative to the medication. The treating physician must determine that medication is necessary to prevent the immediate substantial and irreversible deterioration of a serious mental illness. If the treating
physician determines that medication should continue, informed consent or judicial approval must be obtained as required by 18.05(9) (e).

The school shall inform a student twelve years of age and older, consistent with the student's capacity to understand, about the treatment, risks and potential side effects of such medication. The school shall specify and follow procedures if the student refuses to consent to administration of the medication.

**Epidemic/ Pandemic Plan**

In the event there is an outbreak of an infectious disease and an epidemic or pandemic is declared by the World Health Organization, CCCBSD will follow the guidance from state and federal agencies such as departments of Public Health, DESE, and legal counsel.

Additionally, CCCBSD’s administrative team will be responsible for making emergency decisions, along with advice from CCCBSD’s board of trustees. Decisions will be based on the needs of the program's specific community. CCCBSD has a very diverse student population that includes students with complex medical issues, genetic or developmental disabilities, and compromised immune systems. Because of these unique medical needs, the program will take the most proactive approach in protecting students from medical risk.

Families will be notified of program closures and updates in their native language. Districts, the local board of health, MA Department of Public Health, DESE, and legal counsel will also be notified of any closure determinations independently made by CCCBSD.

CCCBSD encourages all members of the school community to follow the hygiene recommendations of the CDC that are listed below.

- **Staying at home and away from others when sick** – Anyone that displays a fever with respiratory symptoms should stay home until free of fever for 24 hours.
- Wash your hands often with soap and water for at least 20 seconds
- Avoiding touching your eyes, nose, or mouth
- Avoiding close contact with people who are sick
- Clean and disinfect objects and surfaces, especially “high-touch” ones like doorknobs, counters, light switches, or remotes
- Cover your mouth and nose with a tissue when coughing or sneezing, then throwing the tissue in the trash and washing your hands

CCCBSD will make every effort to offer families resources that will be valuable to their children during times for school closure.

CCCBSD will do its best to avoid interruptions to the payroll schedule. The ability to continually pay employees is dependent on the amount of time CCCBSD can continue to maintain billing revenue.

**Receipt of Medical Treatment in Accordance With Student’s Religious Beliefs**

The following policy was developed from the Massachusetts Department of Public Health Regulations. Students who are not appropriately immunized may be admitted to CCCBSD for a religious exemption if a parent/guardian submits a written statement that immunizations conflict with their sincere religious beliefs as long as there is an absence of emergency or epidemic of disease declared by DPH. Written religious exemptions must be renewed at the beginning of each new school year. Please send in to the attention of the school nurse.

**School Violence Prevention**

CCCBSD is committed to preventing school violence and to maintaining a safe environment. Given the increasing violence in society in general, CCCBSD has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during school hours or on its premises.

All students should be treated with courtesy and respect at all times. Students are required to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of CCCBSD.
Conduct that threatens, intimidates, or coerces another student, including out of school hours, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual’s sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to a school administrator. This includes threats by employees, as well as threats by and to students. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If you see or hear a commotion or disturbance near a classroom or work area, contact the main office and/or a supervisor immediately.

CCCBSD will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, CCCBSD may suspend students according to the school suspension policy.

Anyone (employees or students) determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

CCCBSD encourages students to bring their disputes or differences with other students to the attention of their teacher before the situation escalates into potential violence. CCCBSD is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

Anti-Hazing

A copy of the anti-hazing law (M.G.L. c. 269 §§ 17 through 19), is distributed to the following populations in the Parent/Student Handbook on an annual basis at the start of each academic year, or upon student enrollment date.

- Every student enrolled full-time
- Every student group
- Student team
- Student organization, including every unaffiliated student group, student team, or student organization

CCCBSD enrolls secondary school age students and therefore files, at least annually through ESE’s re-approval procedures, a report with the Department certifying:

- Its compliance with its responsibility to inform student groups, teams, or organizations, and every full-time enrolled student, of the provisions of M.G.L. c. 269 §§ 17 through 19. This is done via the Parent/Student Handbook that is distributed on an annual basis at the start of each academic year, or upon student enrollment date.
- Its adoption of a disciplinary policy with regard to the organizers and participants of hazing; and
- That the hazing policy has been included in the student handbook or other means of communicating school program policies to students.

The policy CCCBSD has adopted has been taken directly from M.G.L. c. 269 §§ 17 through 19, which states the following:

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

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

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

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

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

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

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution’s policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Bullying Prevention and Intervention Plan
Massachusetts General Law c. 71, § 37O defines bullying as the “repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

This applies to student to student bullying or staff to student bullying situations. As defined in G.L. c. 71, 37O(d), a member of the school staff includes, but is not limited to, an “educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.
The Children’s Center for Communication/ Beverly School for the Deaf (CCCBSD) is committed to providing all students and staff with a safe learning and work environment that is free from bullying and cyberbullying. This commitment is an integral part of comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process and work.

Bullying or retaliation of any kind is prohibited on school grounds and 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. Additionally, bullying and retaliation of any kind is prohibited off of school grounds as it may create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school. It is understood that members of certain student groups, such as students with disabilities, may be more vulnerable to becoming targets of bullying, harassment, or teasing. CCCBSD 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 across all environments. Additionally, all students are offered the same protection regardless of his/her legal status.

Instruction/Expectations
CCCBSD uses a number of different instructional strategies that teach students the concepts of appropriate social interactions using respectful language, self-advocacy skills, how to manage a situation when one becomes a bullying target, as well as conflict resolution. Strategies include utilizing different curricula that have been adapted to meet the needs of CCCBSD’s student population.

Curricula used are the Bullying K-5 curriculum developed by the Massachusetts Aggression Reduction Center and Skillstreaming. Skillstreaming is a social skills based curriculum with a specific unit dedicated to bullying, prevention, and retaliation. Instruction is woven into the MA Health Curriculum Framework using suitable standards under the Social and Emotional Health Strand. Additionally, the Skillstreaming curriculum overlaps with IEP goals and can easily be blended into goals pertaining to bullying.

Instructional goals include:
- using scripts and role plays to develop skills;
- developing PowerPoints that outline key concepts;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying, including seeking adult assistance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students’ skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Other general teaching approaches that support bullying prevention efforts include:
- setting clear expectations for students;
- using positive behavioral supports;
- encouraging the development of positive relationships between school personnel, students and families;
- 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;
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength;
- fostering an understanding of and respect for diversity and difference; and
- engaging students in school or classroom planning and decision-making.

Reporting Bullying or Retaliation

Reporting by CCCBSD personnel
A staff member will report immediately to his/her program administrator when s/he witnesses or becomes aware of conduct that may be bullying or retaliation either by student to student or staff to student. The requirement to report to the program administrator does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with CCCBSD policies and procedures for behavior management and discipline. The policy states that a student may be suspended if s/he violates the rights of another student. The process of determining suspension is comprehensive and can be found in full detail in the CCCBSD policies and procedures manual. If there is an incident of staff to student bullying, standard staff discipline procedures will be taken.
Reporting by Students, Parents or Guardians, and Others

CCCBS 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 a program administrator. Reports may be made anonymously, but no disciplinary action will be 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 will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the program administrator or designee.

Responding to Bullying or Retaliation

Initial response to reports of bullying or retaliation

- Before fully investigating the allegations of bullying or retaliation, a program administrator or designee will first ensure a safe environment for the alleged target of the incident, someone who has witnessed bullying or retaliation, someone who provides information during an investigation, or someone who has reliable information about a reported act of bullying or retaliation.
- Once bullying or retaliation has been reported a program administrator will notify the parents or guardians of the target and the aggressor with the response procedures.
- Once bullying or retaliation has been reported a program administrator will notify the student’s school district’s special education administrator via telephone.
- If a program administrator has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the program administrator will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. If local law enforcement is notified and criminal charges may be pursued, a program administrator or designee will notify the family of the aggressor, as well as the sending school district within 24 hours.

Investigation

- The program administrator or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
- During the investigation the program administrator or designee will, among other things, interview students at a level that matches his/her cognitive ability, staff, witnesses, parents or guardians, and others as necessary. Whoever is conducting the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
- Confidentiality during the investigative process will be maintained. The investigator will maintain a written record of the investigation.
- If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations

- The program administrator or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the program administrator or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.
- The program administrator or designee will 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 program administrator or designee will promptly notify 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 program administrator 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.
- As a response to bullying and retaliation, a program administrator, classroom teacher, school counselor, and other relevant team members will determine the next steps of action in regards to all involved parties to the incident. If it is determined that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the program administrator 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 will be matched with the
student’s level of understanding and consistent with the school’s rules for student disciplinary action.

- If the program administrator or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Professional Development
CCCBSD provides annual training and ongoing professional development for all school staff on the bullying prevention and intervention plan that will include staff duties under the Plan, an overview of the steps that will be followed upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curriculum (Skillstreaming) to be offered at all grades throughout the school.

This notification is communicated directly to staff during annual trainings, as well as in writing in the Employee Handbook that is handed out annually at orientation or upon date of hire. 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.

Training goals include but may not be limited to:
- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (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;
- who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyberbullying.

Students on IEPs
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 the student’s skills and proficiencies to avoid and respond to bullying, harassment, or teasing. Annually, at the student’s IEP meeting, the topic of bullying will be addressed and either:
- goals will be added to the IEP as deemed appropriate or;
- language will be added to the additional information section stating that bullying prevention/intervention will be addressed within the curriculum throughout the year.

Resources and Services

Parent Support
A component of the Skillstreaming curriculum includes a home carryover piece. Information taught to students will also be shared with families so the skills can be reinforced within the home by the family. Additionally, staff will be trained in bullying dynamics and online safety and cyberbullying and therefore can share resources with families.

Identifying resources
CCCBSD’s school psychologist and BCBA will assist targets, aggressors, and their families with counseling and other services. This will include a review of early interventions and intensive services. This may include adopting new curricula, creating/implementing behavioral intervention plans, social skills groups, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

If CCCBSD is unable to provide appropriate services for targets, aggressors, and their families, the School Psychologist and/or BCBA will provide resources for community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students
- www.MARCenter.org
- http://hasponline.org/resources/listingb.aspx
- http://www.nasponline.org/resources/handouts/revisedPDFs/bulliesvictims.pdf
- The Federal Partners in Bullying Prevention Steering Committee has partnered with the Interagency Working Group on Youth Programs to share information the federal government has prepared to help prevent and address bullying in communities.
- STRYVE: Striving to Reduce Youth Violence Everywhere
Suspension & Termination of a Student

CCCBSBD is committed to providing developmentally appropriate programs, practices, and activities with an emphasis on communication enhancement to a diverse group of students in a safe, accessible environment, offering enriching and recreational opportunities while promoting the acceptance of diversity; however, there are circumstances which may generate substantial concerns requiring a student to be suspended or terminated from CCCBSD. A copy of this policy is sent home on an annual basis, in the Parent & Student Handbook, as part of the enrollment packet. This policy is also readily available to sending school districts upon request.

In the event that suspension or termination is necessary, the Team will work with the parents to ensure that the situation is communicated to the child at their level of understanding.

Upon request, parents will be provided with information offering direction towards service providers and specialists trained to meet the complex needs of involved special needs children including: doctors, psychologists, behaviorists, or other agencies.

Circumstances that may generate substantial concerns requiring a student to be suspended from the program are outlined below. CCCBSD reserves the right, for all programs, to formally address other substantial concerns, which are not listed below but present as a considerable liability to self or others.

- Illegal Substances
- Dangerous Weapons
- Violation of other students civil rights

Upon recognition of these substantial concerns, communication will be established between the family and the Team. On-going communication will take place by one or more of the following methods: face to face contact, phone call, video phone, email, communication book, or reporting forms. Actual suspension of a student will be determined by the Team.

3-5 Day Suspensions

In the event of 3-5 day suspension, CCCBSD will:
- Immediately notify parents/guardians, the sending district, or human service agency responsible for placement. Within 24 hours, CCCBSD will send a written statement explaining the reasons for suspension to the parents and sending district.
- Ensure that no student is suspended and sent home unless a responsible adult is available to receive the student.
- Make certain that once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a year, CCCBSD, parents/guardians, and sending district, consistent with federal requirements, shall explore together all possible program modifications within CCCBSD in an attempt to prevent more lengthy suspension from CCCBSD.
- A program administrator will formally document, using a suspension log, the number and duration of suspensions, including suspensions from any part of the student’s IEP program (including transportation) and include that in the student’s file located in the main office.

Sending a student home “early” is considered a suspension if the student’s IEP does not allow for the modification of learning time requirements.

10+ Day Suspensions

CCCBSBD adheres to the following procedures when suspensions constitute a change of placement. A suspension is a change of placement when:
- It exceeds 10 consecutive school days or
- It is one of a series of suspensions that constitute a pattern under 34 CFR 300.536. (Discipline of Special Education Students Under IDEA)
CCCBSD will ask the student’s responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities.

CCCBSD will participate in team meetings to:

- Develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan.
- Identify an appropriate alternative educational setting(s)
- To conduct a manifestation determination (relationship between the disability and the behavior.) To do this, the Team will ask questions including: Is the IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it being implemented? Does the student understand the impact of consequences of his/her behavior? Can the student control his/her behavior?
- If the Team determines that the behavior is NOT a manifestation of the disability, CCCBSD may suspend or terminate the student consistent with these procedures and any applicable state or federal regulations. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting.
- If the Team determines that the behavior IS a manifestation of the disability, the TEAM takes steps to modify the IEP, the behavior intervention plan, and/or the placement.

Sending a student home “early” or an in-school suspension of a student who is not receiving instruction from either a licensed teacher or a paraprofessional who is being supervised by a licensed teacher is considered 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.

A student may receive an in-house suspension when sending the student home is deemed inappropriate. An in-house suspension will be treated as a regular suspension for purposes of CCCBSD’s disciplinary policies and procedures.

A student who receives an in-house suspension may not attend classes, therapies, or any other activity for the duration of the suspension. The student will be expected to fulfill all of his/her obligations such as: completing work assignments and making up missed therapies. A student may have no privileges while serving an in-house suspension.

A program administrator will keep formal documentation of the number and duration of suspensions, including suspensions from any part of the student’s IEP program (including transportation) will be stored in the student’s file located in the education office.

The Team will work with the parents to ensure that the situation is communicated to the child at their level of understanding. Additionally, it will be the responsibility of a CCCBSD program administrator to notify all appropriate parties of student suspensions that constitute a change in placement.

Upon request, parents will be provided with information offering direction towards service providers and specialists trained to meet the complex needs of involved special needs children including: doctors, psychologists, behaviorists, or other agencies.

Terminations

CCCBSD may terminate the enrollment of a student following a series of suspensions totaling ten (10) or more school days during the school year or when the behavior of the student endangers the health or safety of self or others, causes a substantial disruption of CCCBSD’s program, or constitutes a violation of CCCBSD’s rules. All decisions related to the termination of a student’s enrollment are subject to the approval of the Executive Director or his/her designee.

Planned Terminations

For planned terminations, CCCBSD notifies the district of the need for an IEP review meeting and provides notices 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.

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 immediately notify the Department of Elementary and Secondary Education and follow the procedures required under 603
CMR 28.09(12)(b) which states that the special education school will not terminate the enrollment of any student, even in emergency circumstances, until the responsible school district is informed and assumes responsibility for the student. Immediate notification will be made to DESE through electronic submission of a Form 2 through WBMS.

The district may request for CCCBSD to delay termination of the student for up to two (2) calendar weeks to allow them the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student’s termination from CCCBSD. With mutual agreement between CCCBSD and the district, termination of enrollment may be delayed for longer than two (2) calendar weeks.

**Restraining Orders**

In order to maintain the safety and well being of the children in our care, we will assist in the enforcement of a court order, which directs an authorized person, even a parent, to stay away from adults, children, or locations named in the order.

If a child is not supposed to be released to a previously authorized person, including a parent, CCCBSD must have a copy of the court order or restraining order in our records. These records will not be discussed with other CCCBSD families without the consent of the parent involved. However, all staff will be notified of the situation so that we can better support the parent who has received court protections.

Whenever there appears to be a conflict between court papers on our records, regarding the release of a child, a CCCBSD administrator will call the police department for assistance.

Please remember CCCBSD can only assist with the enforcement of orders we have on file. Providers may wish to include a request for photos of defendants in restraining orders, as well as other descriptions of the individuals and/or cars.

**Child Abuse & Neglect**

The following are Administrative Procedures for Conducting an Internal Investigation of Reporting, Alleged Incidents of Abuse or Neglect of Children Under the Age of Eighteen.

**Reporting of Incidents Required**

Massachusetts General Laws Chapter 119, Section 51A and related regulations require reporting to the Department of Children and Families (“DCF”) of incidents of neglect or abuse of a child under age eighteen by a caretaker.

Under the law, any public or private school teacher, educational administrator, school attendance officer, guidance or family counselor, nurse or social worker, as well as certain other professionals, or any person paid to care for or work with a child in any public or private facility who, in his or her professional capacity, believes that a child under the age of eighteen (18) years is suffering physical or emotional injury resulting from abuse inflicted on the child which causes harm or substantial risk of harm to the child’s health or welfare, including sexual abuse, or neglect, including malnutrition, must immediately report such cases to DCF by oral communication and by submitting a written report within forty-eight (48) hours after such communication.

**Definitions**

“Abuse” means the non-accidental commission of any act by a caretaker upon a child under the age of eighteen (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.

“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.

“Physical injury” means: a) death; b) fracture of a bone, subdural hematoma, burns, impairment of any organ and any other such non trivial injury; c) 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 the bruises; d) addiction to drugs at birth; or e) 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 the normal range of performance and behavior.

As noted above, abuse and neglect refers to an act or failure to act of a caretaker. Caretaker is defined broadly to include anyone (including a child under the age of eighteen who is acting as a babysitter) entrusted with responsibility for a child’s health or welfare. This includes parents, guardians, teachers, counselors, babysitters and bus drivers. However, injuries inflicted by a non-caretaker need not be reported to DCF. Of course, such incidents may be reported to other authorities such as the police.

The procedures set forth below are not limited to incidents reported to DCF but are to be used in any investigation of suspected child abuse and neglect.

**Investigation of Incidents**

All CCCBSD staff must immediately report suspected cases of child abuse or neglect to their direct supervisor or to the appropriate program supervisor or clinician. These persons are the designated agents of the Executive Director of the School for purposes of reporting under this law. These agents must then notify the Executive Director. An emergency meeting will be called by the Executive Director and will include the program supervisor and clinician following an initial assessment, other staff such as guidance counselors, teachers, and paraprofessionals, may be included as appropriate. An investigation leader will be designated from the above team, and he or she will initiate a careful review and oversee the preparation of a report that includes the following: student name, name and address of parents or guardians, student’s sex, date of birth, program, date and time of incident, time of initial investigation, persons involved, description of the incident including the nature and extent of the student’s injuries, abuse, maltreatment or neglect and any evidence of prior abuse), and response action taken (including action to treat or assist the student), team actions to be taken by specific staff with timelines, initial decisions regarding the reporting to the DCF and any other information potentially helpful in establishing the cause of injury. Detailed notes will be maintained by the investigation leader in chronological order through the conclusion of the investigation and will include a specific description of events, staff responsibilities and times of completion. All reports will be maintained in the student's file located in the school health office.

The investigation leader, in collaboration with the team, will be responsible for assigning specific tasks to each team member at the initial meeting and for calling subsequent and timely meetings as the investigation proceeds. The issue of filing a formal report to DCF will be discussed at each meeting.

The investigation of child abuse or neglect is of the highest priority at The Children’s Center for Communication/ Beverly School for the Deaf. Accordingly, the investigative team will be organized immediately. Formal reporting and other actions are to be completed immediately upon confirmation of the initial report.

Interviews will be conducted with the person making the allegation, the student who was allegedly abused or neglected and, if possible, the person allegedly responsible for the abuse or neglect. All relevant records pertaining to the student will be accessible to the investigation team. Local and state police will be notified, as necessary by the Executive Director or his designee.

**Reporting to DCF and Related Reporting**

Under Section 51A, mandated reporters have an obligation to report incidents of suspected child abuse or neglect directly to DCF. However, in the case of a facility such as The Children’s Center for Communication/ Beverly School for the Deaf, mandated reporters may discharge that obligation by reporting incidents immediately to an agent of the Executive Director, in this case their direct supervisor. The direct supervisor is then responsible for reporting the suspected abuse or neglect to the Executive Director, who is then responsible for making any report required he or she may designate a program supervisor, or school nurse. On the basis of the information obtained during the internal investigation, it will be the responsibility of the Executive Director to determine if the incident warrants notification to DCF and, if so he or she or the designee will make an oral report and, within forty-eight (48) hours, a written report to DCF. All reports made to DCF in accordance with this policy will contain the elements required of reports under Section 51A. Within this same forty-eight (48) hour period, the Executive Director or program supervisor will notify the referral agent or agents (including any local administrator of special education) and the student’s parents or guardian. In addition, if any portion of the tuition for the allegedly abused or neglected student is being paid by a Massachusetts human service agency, the Executive Director or program supervisor will notify that agency.
The above procedures constitute the specific plan for staff to report an alleged incident of child abuse or neglect and hence for the Executive Director, program supervisor or designee to file a report of abuse or neglect with DCF. If there is a disagreement among the staff, one or more staff members may file an alleged abuse or neglect form following the above procedures specified in the regulations and will document for the school record why a filing should occur even though the majority felt that reporting was not warranted.

*Allegations Against the Program*

CCCBSD ensures that all students are protected in a safe and nurturing environment. It is the expectation that all staff abides by the Program’s Behavior Management Policy and treat all students with dignity and respect.

In the event an individual witnesses acts of abuse or neglect from another staff person towards a student, s/he should immediately report the incident to the Program Supervisor (or Executive Director if the allegation involves the Program Supervisor). Documentation of this incident should be noted prior to leaving work that day.

The Program Supervisor (or Executive Director if the allegation involves the Program Supervisor) will speak to the accused staff person about the situation upon being informed of the incident. If, after the conversation it is deemed that the staff person did in fact behave in an inappropriate manner, the staff person will be terminated, effective immediately. Parents/guardians will be notified of the situation without delay.

If the allegation is questionable, the Program Supervisor will issue one warning and monitor that person in the work setting on an ongoing basis. If the problem arises again, the staff person will be terminated, effective immediately. Parents/guardians will be notified of the situation without delay.

*Post-Investigation Review*

As a final assurance that each investigation is conducted properly and expediently, a review meeting will be called by the investigative team leader and will include all staff who were involved in the investigation. The specific process of interviews, assigning task and making decisions will be reviewed and any necessary corrective action will be recorded as part of the investigation. The final confidential internal investigation report will be maintained in the Education office.

*Privileges and Confidentiality*

A report of child abuse or neglect made to DCF in good faith under General Laws Chapter 119, Section 51A will not violate the Massachusetts Student Records Regulation, which require parental consent before student records information is released to the third parties. Moreover, the privileges established by General Laws Chapter 112, Section 135 with respect to social workers and Chapter 233, Section 20B with respect to psychotherapist do not prohibit the reporting of suspected child abuse or neglect to DCF. Release of any additional information not specified in a report to DCF and release of actual student records are still governed by the Massachusetts Student Records Regulation.

*Training*

In-service training will be provided for all CCCBSD staff in identification of psychological, physical and sexual abuse. In addition, CCCBSD staff will be oriented to their professional responsibilities in identifying and reporting any instances of abuse and neglect.

*Reporting Abuse and Neglect of Disabled Persons*

Administrative Procedures for Conducting Internal Investigations of, and Reporting, Alleged Incidents of Abuse of Disabled Persons Ages Eighteen (18) to Fifty-Nine (59)

*Reporting of Incidents Required*

Massachusetts General Laws Chapter 19C, Section 10 and related regulations require the reporting of incidents of suspected abuse of disabled persons to the Disabled Persons Protection Commission. Mandated reporters include public and private school teachers, educational administrators, guidance or family counselors, social workers and other person employed by a private agency that is providing services to disabled persons.
Definitions
“Disabled Person” means a person between the ages of eighteen (18) and fifty-nine (59), inclusive, who is mentally retarded or otherwise mentally or physically disabled and, as a result thereof, is wholly or partially dependent on others to meet his or her daily living needs.

“Reportable condition” is a serious physical or emotional injury resulting from abuse.

“Serious physical injury” with respect to a disabled person, includes: a) death b) brain damage; c) disfigurement; d) any non trivial injury, including but not limited to fracture of a bone, skin bruising, intramuscular injury, puncture wound, abrasion, laceration, burns, bleeding, impairment of bodily system or organ, excessive bedsores or similar condition, or harmful symptoms resulting from the use of medication or chemical without informed consent or authorization; e) malnutrition or dehydration; f) a pattern of unconsented touchings; or g) unconsented sexual touching, penetration or exploitation.

“Serious emotional injury” means an emotional condition evidenced by substantial reduction in the disabled person’s ability to function, including, but not limited to, a serious state of anxiety fear, depression or withdrawal, or the development of post-traumatic syndrome, including, but not limited to symptoms resulting from being forced to engage involuntarily in sexual relations. Incidents concerning the malicious removal of adaptive aids used by a disabled person, including but not limited to prevention or access to means of communication or removal of apparatus to assist mobility should also be reported.

The law requires mandated reporters to notify the Commission immediately if the person has “reasonable cause to believe” that a disabled person has suffered abuse; reporting to a direct supervisor does not meet this requirement.

Investigation of Incidents
It is the responsibility of all CCCBSD staff to report immediately to their direct supervisor, program supervisor or clinician, suspected abuse of disabled persons resulting in serious physical or emotional injury. The direct supervisor, program supervisor or clinician is then to notify the Executive Director, who will initiate the procedures for meeting, investigation and review to determine if a “reportable condition” exists.

Some aspects of the investigation, interview and report process described above as to child abuse will differ when a disabled person is involved. The record of the incident compiled by the investigation leader should include the disabled person’s name, name and address of parents or guardians, disabled person’s sex, date of birth, date and time of incident, time of initial investigation, persons involved, description of the incident( including the nature and extent of the disabled person’s injuries and any evidence of prior abuse), a name and description of the alleged abuser if available, the relationship between the alleged abuser and the disabled person), team actions to be taken by specific staff with timelines, initial decisions regarding the reporting to the Commission, the disabled person’s disability or disabilities, the agency serving the disabled person (if any), current and permanent address and telephone numbers, types of services which the disabled person is receiving, and any special requirement of the disabled person. It should also include the name, address and telephone numbers of all reporters aware of the situation, as well as the relationship, if any, of such reporters to the disabled person, whether such reporters are mandated or non-mandated and any other information potentially relevant to the investigation of the abuse.

Reporting to DPPC and Related Reporting
Under the Commission’s regulations, all mandated reporters are responsible for ensuring that incidents that warrant reporting are reported. This differs from Section 51A (the child abuse reporting statute) under which, as noted above, mandated reporters may fulfill their obligations by making a report to the Executive Director. However, incidents of suspected abuse of disabled persons may be reported to the Executive Director, along with a list of all mandated reporters aware of such incidents, and this will fulfill the reporting requirements for all such reporters. When the Executive Director confirms that an incident warrants reporting to the Commission, the Executive Director will include the names of all mandated reporters compiled during the investigation in his report so as to fulfill this obligation. In the event the Executive Director decides not to report a particular situation, the Executive Director will so inform all staff members aware of the incident. Because all mandated reporters aware of a reportable condition may be fined or found liable if a report is not filed, each staff member should consider whether he or she believes a report is required immediately and may file such a report when the situation warrants.
The Disabled Persons Protection Commission Hotline number is 800-426-9009. A copy of a form that may be used to file the written report required within forty-eight (48) hours of the initial oral report is available in the School Health Policy Manuals and in the file draw in the main office.

Within this same forty-eight (48) hour period, the Executive Director or Program Supervisor will notify the referral agent or agents and the student’s parents or guardian. In addition, if any portion of the tuition for the allegedly abused or neglect student is being paid by a Massachusetts human service agency, the Executive Director of the Program Supervisor will notify that agency.

Privileges
Under Chapter 19C, no mandated reporter is to be liable by reason of submitting a report, and no other person making a report may be liable in any civil or criminal action if such report was made in good faith. Mandated reporters are required to report without regard to professional privileges established by statute, code of ethics, or court decision; for example, physician-patient confidentiality will not exempt a physician from the obligation to report under this law. However, because disabled persons are adults, they may invoke a privilege established by law or professional code to maintain the confidentiality of communications with a mandated reporter. For example, a disabled person may request that his or her physician not reveal the privileged information. In such instances, the mandated reporter may, but is no longer required to, report the incident. Notwithstanding the foregoing, all incidents of suspected abuse of disabled person must be reported immediately by CCCBSD staff to the appropriate school supervisor.

Sexual Harassment – Employees and Students
CCCBS is committed to providing an environment that is free from all forms of discrimination and misconduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Misconduct and harassment in the school is unlawful and will not be tolerated. Actions, words, jokes, or comments based on an individual’s sex, race, color, national origin, age, religion, disability, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. Note: Any sexual relationship between a staff member and a student is considered sexual abuse, even if it is consensual.

The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory or lewd comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual’s body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching of a person; including touching their hair, clothing or jewelry, assaulting, or impeding or blocking movements.
- Unsolicited and repeated oral or written requests for dates.

The term "sexual harassment" refers to unwelcome advances or requests for sexual favors or other physical or verbal conduct of a sexual nature when:

- Submitting to or rejecting such conduct is made and express or implied condition of employment.
- Submitting to or rejecting such conduct is used as a basis for employment decisions affecting the individual who submits or rejects.
- Such conduct has the purpose or effect of unreasonably interfering with an employee’s work performance by creating an intimidating, hostile, humiliating or sexually offensive working environment.

If you experience or witness sexual or other unlawful harassment in the CCCBSD environment report it immediately to a supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately
contact the Executive Director. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Executive Director or any member of management so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

**Process for Filing Internal Complaints about Sexual or Other Unlawful Harassment**

Individuals who believe they have been subject to any form of harassment should immediately bring the matter to the attention of their immediate supervisor or the Executive Director. All allegations of harassment will be promptly investigated by the Executive Director. In order to conduct a comprehensive investigation, confidentiality cannot be guaranteed to the person filing the complaint. However, confidentiality will be required of all individuals involved in the investigation, including those staff members interviewed. The investigative team will report all findings to the Program Supervisors and/or the Executive Director.

If sexual harassment has been committed by an employee, CCCBSD will take such action as is appropriate under the circumstances. Such action may include but is not limited to: counseling, informal or formal reprimands, written warnings, suspension, modification of duties, transfers and other formal sanctions up to and including termination of employment.

**State and Federal Employment Discrimination Agencies**

- **US Equal Employment Opportunity Commission (EEOC)**
  One Congress Street, Room 1001
  Boston, MA 02114
  (617) 565-3200

- **Massachusetts Commission against Discrimination (MCAD)**
  One Ashburton Place, 6th Floor
  Boston, MA 02108
  (617) 727-3990

**Discipline Code**

CCCBSD maximizes every opportunity to allow for a child’s growth and development. Each student’s safety, emotional, physical, and psychological well-being is a program priority. In the event that difficult behaviors arise, CCCBSD’s staff are trained in behavior management. Staff will set reasonable and positive expectations, offer choices, provide opportunities to verbalize feelings, and encourage self-control through understanding. When appropriate and feasible, children participate in the development of rules.

Under no circumstances shall a child ever be subjected to: spanking or corporal punishment, cruel or severe punishment including humiliation, verbal or physical abuse, neglect or abusive treatment. A child will never be denied food, force fed, denied sleep, shelter, bedding, or bathroom facilities as a form of punishment. Furthermore, disciplining a child for soiling, wetting, or not using the toilet is prohibited.

In the event a student is exhibiting disruptive behaviors in the learning environment, s/he may be asked to leave that environment. In such a circumstance, the student will be given time away from that particular learning environment in a separate space, away from the other students, supervised by a staff person. A student is given quiet time to process feelings and emotions until composure can be regained. It is at the discretion of the classroom and/or individualized behavior plan which steps will be taken to help ensure a successful transition back to the classroom or other learning environment. When necessary, Individual Behavior Plans are developed by the student’s IEP Team, of which the parent is a member, and are included as part of the student’s IEP, which the parent must approve prior to implementation.

**Behavior Support**
CCCBSD has developed and implements written behavior support policies and procedures consistent with new regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

Behavior support policies and the requirements when such procedures are implemented are reviewed annually to all program staff within the first month of the school year. For employees hired after the school year begins, behavior support training must be provided and completed within one month of the date of hire of the employee.

These policies are provided to program staff and made available to parents of enrolled students in the Parent/Student handbook that is available on the school’s website.

The behavior support policies include:

1. Methods for preventing student violence;

   All school personnel work diligently to provide a safe environment for students. A safe, supportive school climate is the expectation and is encouraged across all school environments. Students and all school visitors are also encouraged to support and maintain that environment as well. If anyone within the schools feels threatened or learns of unsafe behavior, they are to report the action to an administrator immediately.

   All school doors remain locked and closed during all hours of operation and all school guests are monitored by the front desk staff. All hallways and entrances are under video surveillance. School personnel are also expected to wear a school ID and question those visitors who do not look familiar. Administrators are visible and present and sure to greet students each and every day.

   While CCCBSD does not have a high risk population for student violence, a plan to teach an emphasis on alternatives to violence, such as peaceful conflict resolution and positive interpersonal relationships is in place.

2. Methods for preventing self-injurious behavior and suicide;

   CCCBSD strives to create a safe, supportive, physical and social environment for students. Faculty work hard to anticipate and recognize everyday objects that may become harmful (e.g. as clipboards, staplers, eating utensils, scissors, etc.). These objects are typically inaccessible to students. Larger items, that are considered to be unsafe, are secured. If a faculty member recognizes a trigger for a particular student, s/he will scan the environment for these objects as an effort to decrease the risk of student or staff injury. If a student does get a hold of the object and is threatening to use it to cause harm, vulnerable individuals will be removed and strategies of Safety Care will be implemented.

   For students who have a risk for suicide, small changes to the environment can be made such as: removing plastic bags, making sure no cords are hanging from fixtures, or replacing glass with a less breakable material. If a student states that s/he is suicidal, faculty will ensure that the student is in a safe and familiar environment and then notify an administrator and the nursing office. Parents will then be notified and advised to have their child seen by a medical professional. The student will be released from school to his/her family and can return after being cleared by a medical professional.

3. A description and explanation of the program’s alternatives to physical restraint;

   Each classroom teacher has behavioral expectations for students as individuals. Classroom rules are established and reinforced. All classroom faculty have been trained in Safety Care which practices prevention strategies prior to any physical intervention. These strategies are used when challenging behaviors arise. If behavior continues to be unacceptable, the team will meet to develop an individual behavior plan. Behavior plans are developed jointly between the BCBA and the classroom teacher. Faculty also train other members of the student’s team on implementation of the behavior plan. If the behaviors continue and infringe on the civil rights of others, suspension may be considered. (See suspension policy).

4. A description of the program’s training requirements for staff;
Restraint policies will be reviewed with faculty annually within 1 month from the start of the new school year. Training will include a review of the school restraint policy, CCCBSD’s prevention and behavior support policy and procedures including individual crisis planning, methods of prevention of need for physical restraint and alternatives to restraint, types of restraint related to safety considerations, administering restraint in accordance with the student’s needs/limitations including known or suspected trauma history, required reporting and documentation, instruction on the impact physical restraint has on the student and family, and identification of selected staff to serve as an information resource to the school.

CCCBS uses Safety Care. All CCCBSD faculty are Safety Care trained, which involves each staff member to participate in an in-depth training provided by a certified Safety Care instructor. Safety Care training teaches the following:

- Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors, preventing student violence, identifying specific dangerous behavior, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, relationship building.
- A description and identification of behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted.

Select faculty receive Safety Care certification. These faculty are those who may be involved in physical interventions with students. This certification process involves all of the information listed above in addition to the following:

- Types of restraints and related safety considerations, including the information regarding the increased risk of injury to a student when an extended restraint is used. Administering physical restraint in accordance with known medical or psychological limitations and/or injury to a student when an extended restraint is used.
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction of monitoring physical signs of distress and obtaining medical assistance.
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints.
- Demonstration of participants of proficiency in administering physical restraint.

5. A description of the program’s reporting requirements and follow-up procedures;

CCCBS will adhere to all ESE restraint/student separation reporting guidelines which are outlined as follows:

- Report the use of any restraint.
- All reporting requirements will be fulfilled upon completion of CCCBSD’s incident report form.
- Incident reports will be filled out by the staff person involved in any incident which whether or not it required a restraint.
- The program staff member who administered the restraint shall verbally inform the program administration of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the BCBA or his/her designee, except that the director shall prepare the report if the director has administered the restraint. The BCBA or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the ESE, upon request.
- The director of the program or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. Parents and students must be allowed to comment. If the school or program customarily provides a parent or guardian of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language.

*The written report required shall include:*

- Who was restrained
- The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts
made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student.
- Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

When a restraint has resulted in a serious injury to a student or program staff member, the program shall provide a copy of the written report to the ESE within five school working days of the administration of the restraint. The program shall also provide the Department with a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint. The Department shall determine if additional action on the part of the public education program is warranted and, if so, shall notify the public education program of any required actions within thirty calendar days of receipt of the required written report(s).

6. A description including timelines of the program’s procedure for receiving and investigating complaints regarding behavior support policies;

If parents believe their child has been mistreated during the use of restraint, they may file a complaint or grievance with CCCBSD. Complaint and grievance procedures are as follows:

CCCBSD does not discriminate regardless of race, color, gender, religion, national origin, age, sexual orientation, political beliefs, disability, pregnancy, gender identity or marital/family status. Additionally, BSD will ensure that quality education and care of the students are maintained while at school.

CCCBSD is committed to providing quality services and respecting the rights of all registered students, families, and employees. If anyone feels s/he has been discriminated against for any reason, the following procedure should be followed:

- Discuss or submit the allegation with the Program Director.
- The Program Director will investigate the allegations and respond through personal interview and in writing within five school days of the allegation.
- If the matter is not resolved by the Program Director, the allegation will be brought to the Executive Director by the Director of Education at this time.
- The Executive Director’s determination is the final decision within CCCBSD.

7. A description of the procedures to be followed for implementing the behavior support reporting requirements;

In the event a report needs to be filled out regarding an incident, an incident report will be filled out by the staff person involved in any incident which whether or not it required a restraint.

If there was a restraint, the staff member who administered the restraint shall verbally inform the program administration of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the BCBA or his/her designee, except that the director shall prepare the report if the director has administered the restraint. The BCBA or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Elementary and Secondary Education, upon request.

The director of the program or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. Parents and students must be allowed to comment. If the school or program customarily provides a parent or guardian of a student with report
cards and other necessary school-related information in a language other than English, the written restraint report shall be
provided to the parent or guardian in that language.

8. A description of the program’s procedure for making both oral and written notification to the parent; and

The director of the program or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon as
possible, and by written report postmarked no later than three school working days following the use of restraint. Parents and
students must be allowed to comment. If the school or program customarily provides a parent or guardian of a student with report
cards and other necessary school-related information in a language other than English, the written restraint report shall be
provided to the parent or guardian in that language.


If a student presents with a behavior that requires time out, staff is present, continuously observing the student. Principal approval
must be obtained for time out lasting longer than 30 minutes.

NOTE: Regardless of behavior, meals shall not be withheld as a form of punishment or behavior management. No student shall
be denied or unreasonably delayed a meal for any reason other than medical prescriptions. Additionally, withholding related
services and use of restroom will not be used as a form of punishment.

Physical Restraint

CCCBSD has a written policy on the use of physical restraint and administers physical restraint in accordance with the
requirements of 603 CMR 46.00.

The program administers physical restraint only in emergency situations of last resort when needed to protect a student and/or
member of the school community from assault or imminent, serious, physical harm and with extreme caution in order to prevent
or minimize any harm to the student as a result of the use of physical restraint. Physical restraint policies, procedures and training
of all staff must include these requirements.

Physical restraint policies and procedures must include the following 10 requirements:

1. Methods for engaging parents and students in discussions about restraint prevention and use

CCCBSD makes the Parent/Student Handbook available to families online on the school’s website. This handbook makes
families aware of all behavior support policies and restraint techniques. In the event a student requires a behavior support plan
that includes restraint to manage an intensive behavior, parents are invited to come in for a meeting to review this plan. The plan
includes all prevention techniques as well as types of restraint to implement. Parents are also given a physical demonstration as
to what the restraint involves so they have a full understanding of what is entailed.

2. A description and explanation of the method of physical restraint used by the program in an emergency situation

In the event of behavior escalation, CCCBSD uses the following methods for keeping self and others safe from injury:

- **Physical escort**: Touching or holding a student without the use of force for the purpose of directing the student.
- **Physical restraint**: Direct physical contact that prevents or significantly restricts a student’s freedom of movement. (Not
  considered physical restraint: Brief physical contact to promote student safety, providing physical guidance or
  prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.)
- **Time Out**: Staff is present, continuously observing the student. Principal approval must be obtained for time out lasting
  longer than 30 minutes.

3. A statement prohibiting seclusion, medication restraint, mechanical restraint and prone restraint unless permitted under
603 CMR 46.03(1)(b)
The following methods of restraint are not used at CCCBSD as they are prohibited in the state of Massachusetts or faculty do not have proper training to administer.

- **Mechanical Restraint:** Prohibited. The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician shall not be considered mechanical restraint. The use of mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian.

- **Medication Restraint:** Prohibited. The administration of medication for the purpose of restraint. (Medication that is prescribed by a physician and authorized by the parent is not medication restraint.)

- **Seclusion Restraint:** Prohibited. The involuntary confinement of a student alone in a room or area which the student is physically prevented from leaving.

- **Prone Restraint:** Prohibited unless in-depth training has been implemented to all staff involved.

4. 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.

CCCBSD understands that physical restraint may be used only as an emergency procedure, as a last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

Physical restraint is prohibited in the following circumstances:

- When a student cannot be safely restrained including medical contraindications
- When non-physical interventions could be used
- As a means of punishment
- As a response to property destruction, school disruption, refusal to comply, or verbal threats.
- The use of restraint may not be included in behavior plans or IEPs.

Nothing in these regulations prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual.
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual’s responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. These regulations shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

5. A description of the program’s procedure for conducting periodic review of data and documentation on the program’s use of restraint;

When restraints occur, CCCBSD’s clinical team receives a report filled out by faculty involved in the incident. The clinical department reviews the report and keeps a log of all restraints that occur at school. After a restraint occurs, a member of the clinical team will review the incident with the student’s team and discuss the antecedents, prevention techniques, escalation, the actual restraint, and de-escalation.

*For students with multiple weekly restraints, there is an individual student review (Weekly)*

A clinical team member will identify individual students restrained multiple times within the previous week and convene a review team to consider:

- Reports about the use of restraint, and comments provided by parents and students.
- Analyze circumstances and factors leading up to the perception of need for the use of restraint.
- Consider strategies to reduce or eliminate the use of restraint for this student in the future.
- Review team agreement on written plan of action.

*Administrative Review (Monthly)*

- The clinical team will present monthly data to the admin team on a monthly basis.
• Consider patterns of use, looking for commonalities.
• Determine need for additional training.
• Determine other necessary actions to reduce the need for the use of restraint.

**Reporting to DESE**

• Any time there is a serious injury.
• Send report within 5 school working days of restraint. Include log for 30 day period prior to restraint.
• Department may determine additional required action.
• Collect and annually report all physical restraints to DESE
• Report all restraint related injuries to the department within 3 school working days.

6. A description of the program's training requirements for all staff

Restraint policies will be reviewed with faculty annually within 1 month from the start of the new school year. For employees hired after the school year begins, physical restraint training must be provided and completed within one month of the date of hire of the employee. Training will include a review of the school restraint policy, CCCBSD’s prevention and behavior support policy and procedures including individual crisis planning, methods of prevention of need for physical restraint and alternatives to restraint, types of restraint related to safety considerations, administering restraint in accordance with the student’s needs/limitations including known or suspected trauma history, required reporting and documentation, instruction on the impact physical restraint has on the student and family, and identification of selected staff to serve as an information resource to the school.

CCCBS uses Safety Care. All CCCBSD faculty are Safety Care trained, which involves each staff member to participate in an in-depth training provided by a certified, Safety Care instructor. Safety Care training teaches the following:

• Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors, preventing student violence, identifying specific dangerous behavior, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, relationship building.
• A description and identification of behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted.

7. A description of the intensive training for staff who serve as restraint resources for the program

Select faculty receive Safety Care certification. These selected faculty are those who may be involved in physical interventions with students. This certification process involves all of the information listed above in addition to the following:

• Types of restraints and related safety considerations, including the information regarding the increased risk of injury to a student when an extended restraint is used. Administering physical restraint in accordance with known medical or psychological limitations and/or injury to a student when an extended restraint is used.
• The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction of monitoring physical signs of distress and obtaining medical assistance.
• Instruction regarding documentation and reporting requirements and investigation of injuries and complaints.
• Demonstration of participants of proficiency in administering physical restraint.

**Safety Requirements**

• Know the student’s medical and psychological limitations, including known or suspected trauma history.
• Make sure the student is able to breathe and speak. If the student indicates that s/he cannot breathe, the restraint must be stopped.
• Monitor the physical well-being, respiration, skin temperature, and color.
• If the student experiences physical distress, release the restraint and seek medical assistance immediately.

**Proper Administration of Physical Restraint**
Only school personnel who have received in depth training shall administer physical restraint on students. The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Those implementing physical restraint should only use the amount of force necessary to protect the student. The safest method of restraint should be used at all times and the restraint should be discontinued ASAP.

A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements. Floor or prone restraints are prohibited at CCCBSD but are acceptable if all of the following is true and documented:

- Staff have advanced training in implementing prone and floor restraints,
- The student has a documented history of repeated dangerous behavior to self or others,
- All other forms of restraint have been unsuccessful,
- There are no medical contraindications,
- There is psychological/behavioral justification with no contraindications,
- The program has obtained consent to use prone restraint
- The program has documented all of the above in advance of the use of prone restraint.

Restraints lasting over 20 minutes have an increased risk of injury. These restraints requires approval of the principal prior to the restrain exceeding 20 minutes.

A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others. 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 demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Following the release of a student from a restraint, the program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint (unless reviewing may cause agitation), reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, consideration of whether any follow-up is appropriate for students who witnessed the incident, complete the required documentation within a 24 hour period.

8. Reporting requirements and follow-up procedures for reports to parents/guardians and to the Department

CCCBSD will adhere to all DESE restraint/student separation reporting guidelines which are outlined as follows:

- Report the use of any restraint.
- All reporting requirements will be fulfilled upon completion of CCCBSD’s incident report form.
- Incident reports will be filled out by the staff person involved in any incident which whether or not it required a restraint.
- The program staff member who administered the restraint shall verbally inform the program administration of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the BCBA or his/her designee, except that the director shall prepare the report if the director has administered the restraint. The BCBA or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Elementary and Secondary Education, upon request.
- The director of the program or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. Parents and students must be allowed to comment. If the school or program customarily provides a parent or guardian of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language.
The written report required shall include:

- Who was restrained
- The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student.
- Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

When a restraint has resulted in a serious injury to a student or program staff member, the program shall provide a copy of the written report to the DESE within three school working days of the administration of the restraint. The program shall also provide the Department with a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint. The Department shall determine if additional action on the part of the public education program is warranted and, if so, shall notify the public education program of any required actions within thirty calendar days of receipt of the required written report(s).

9. A procedure for receiving and investigating complaints regarding restraint practices, including timelines

If parents believe their child has been mistreated during the use of restraint, they may file a complaint or grievance with CCCBSD. Complaint and grievance procedures are as follows:

CCCBSD does not discriminate regardless of race, color, gender, religion, national origin, age, sexual orientation, political beliefs, disability, pregnancy, gender identity or marital/family status. Additionally, BSD will ensure that quality education and care of the students are maintained while at school.

CCCBSD is committed to providing quality services and respecting the rights of all registered students, families, and employees. If anyone feels s/he has been discriminated against for any reason, the following procedure should be followed:

- Discuss or submit the allegation with the Program Director.
- The Program Director will investigate the allegations and respond through personal interview and in writing within five school days of the allegation.
- If the matter is not resolved by the Program Director, the allegation will be brought to the Executive Director by the Director of Education at this time.
- The Executive Director’s determination is the final decision within CCCBSD.

10. The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent/guardian or the Department upon request.

The clinical department maintains are log of all incidents that require restraint that occur while at school. This log can be made available to review by the Department upon request. Parents may review their own child’s records and restraint log upon request. Additionally, on an annual basis, CCCBSD reports all restraints to DESE’s online reporting system.

Student Separation Resulting from Behavior Support
If the program’s behavior support policy and procedures result in a student being separated from the group or program activities, CCCBSD understands the following requirements:

1. Students must be continuously be observed by a staff member and staff will be with the student or immediately available to the student at all times;
2. If time-out lasts for more than 30 minutes based upon the individual student’s continuing agitation, approval must be obtained from the program director.
3. Once a student is calm, the time out shall cease.

**Student Runaway**

**Definition:**
A student will be considered a runaway if missing for 5 minutes. This timeframe may be shorter in the case of a student who has a history of running. At this point, the runaway procedures will be activated.

**Prevention Procedures**

Staff will be made aware of a student who has a history of running upon admission to the program. The Team will be called for an emergency case review for a student who has a history of running, or who may be likely to run. At this point a plan will be developed to help assure student safety. A summary of this plan including: a statement that the student has the potential of running, a chronological list of running incidents, running destinations, and safety concerns, will be written, distributed to the Team, and placed in the student file. This format may also be in the form of a Behavior Intervention Plan. If a student is determined to be a potential runner, supervision will be increased and independent travel privilege may be restricted.

If a student is observed leaving the campus without a staff member accompanying them, this situation should be reported to the classroom teacher immediately. If a student is missing from an expected location for a period of five minutes, this will be reported to the Main office immediately. In some situations specific protocol may be developed in consultation with families, guardians, or other agency staff for a student who is over the age of 18 who is his/her own legal guardian. Under this protocol, specific guidelines will be established. This student may not fall under the guidelines of the Runaway Procedure.

**Runaway Procedures**

If it is determined that a student has runaway, the classroom teacher or his/her designee should immediately notify the clinical response team. The member of the clinical department assigned to the student’s caseload will announce via text and/or walkie that a student is missing using the code ‘_________ has lost his library book.” Upon receiving the information the Program Administrator will alert the rest of the program by having the main office make an all call throughout the building so all staff know to watch for the student.

The search team will consist of classroom team members, the clinical office, related service providers, and other professional staff who can support the process. Upon learning of a missing student, the team will search as follows:

**Search Protocol (5-15 minutes)**

- **Message your team** - “Name has lost his library book.”
- **Any administrator in the office** - Check security cameras or ask main office staff to check cameras. Alert the main office.
- **Program Director of student** - Take note of the time of call. Search inside of the building.
- **Classroom teacher** - Take note of the time. Search inside of the building.
- **Program Director not on the student’s team** - Search the downstairs areas of the Wales wing
- **CCC Education Director** - Search the upstairs of the Wales wing
- **Clinical Assistant** - Search downstairs areas of new wing.
- **BSD Ecuation Director** - Search the upstairs of the new wing.
- **Clinical Coordinator** - Search outside from service door to the cafeteria door.
- **AT Coordinator** - Search outside from the front entrance towards the playground to the cafeteria door.
- **Curriculum Coordinator** - Search outside from the main entrance towards the parking lot to the service door.
- **Administrative Assistant** - Be available at the front desk ready to retrieve any incoming calls. All call “Name has lost his library book.”
• Executive Director, COO, and members of the Development team - Be on hand and ready to help with whatever assistance is needed.

Search Protocol (15 minutes or more)

• Program Director of the Student - Call police and family
• Classroom Teacher - Sit with the program director. Be ready to go to the location of the student. Have keys and driver’s license on hand in the event you need to drive to the student.
• Search Team - Continue the search until the student is found.

The search team will use cell phones or walkie-talkies, as a method of communication with each other during the search. Each team member will call back to the main office every ten minutes to give/hear a status report. The search team staff are expected to carry their CCCBSD identification badge to justify their pursuit of a student should they be questioned by authorities. Search team members will follow a student on the run until the student can be returned to school safely or it can be determined that the student is in a safe situation. If the student appears to be in imminent danger, the staff member will call for help and try to escort the student to a safe situation.

Notification of Appropriate Individuals
An administrator will notify:
• The Police within forty-five (45) minutes of having determined that the student has runaway and has not yet been located.
• Parent/Guardian immediately after determining that the student has runaway and has not yet been located.

The Chief Operating Officer will notify:
• The student’s state department of education within twenty-four (24) hours and fill out a Form 2 (or appropriate form for out-of-state students) to be submitted
• The sending school district within twenty-four (24) hours.

Return to Campus
Once the member from the clinical department has been notified that the student has been located and is returning to campus, s/he will notify the search team. A determination will be made by the School Nurse and School Counselor regarding any medical/psychological care necessary for the student’s well being.

The Program Director will set up a Clinical Team meeting to review the situation and develop an immediate plan. Once all safety issues have been addressed, the classroom teacher or school counselor will meet with the student to review the situation and communicate to the student any consequences that may have been decided by the team.

Evacuation and Emergency Procedures
CCCBSD is committed to making all students and staff safe in the event of an emergency. All staff are annually instructed in the use of emergency procedures. A full explanation of CCCBSD’s emergency preparedness plan can be viewed upon request. Below highlights actions taken in the event of an emergency situation.

CCCBSD has established a Parents’ Advisory Group (PAG) as an effort to involve all parents on matters that pertain to the education, health and safety of the students in the program.

Bomb Threat
• Contact an administrator who will then call 911.
• Follow standard evacuation plans.

Hostage Situation
• Call 911.
• Defer to secure room plan and evacuate if emergency responders recommend it.
• Isolate those involved.
• Don’t be a hero. Remain calm and wait for help to arrive.

**Dangerous Intruder**
- Call 911.
- Remain calm.
- Defer to secure room plan.
- Wait for emergency responders to arrive and follow their instructions.

**Active Shooter**
- Determine if you will run, hide, or fight.
- Wait for emergency responders to provide help.
- Once the area is secure, report yourself to an official so you will be reported as found.

**Fire**
- Pull the fire alarm.
- Defer to evacuation plan.
- Wait for emergency responders to arrive and follow their instructions.
- Stay evacuated until you get the all clear call from fire officials.

**Student Transportation and Transportation Safety**

*For District Provided Transportation Only*

The transportation of students between home and CCCBSD, and between CCCBSD and home, is the responsibility of the student’s public school district or the student’s parents or guardians.

The sending school district provides each student with the transportation necessary for implementing his or her service plan. Such transportation is provided by using district-owned vehicles, local taxi services, personally owned cars, or public transportation as appropriate to each student.

A transportation staff member may only discharge a student to an appropriately designated person such as the student’s parent, guardian, or family member, or a person who has been approved by the student’s parent or guardian. A student may also be discharged to a member of the community when such a person has been designated in the student’s service plan or individual education plan. If a transportation staff member does not recognize or know a person who is accepting or picking up a student, then the staff member will ask to see appropriate identification from the person.

*For District & CCCBSD Provided Transportation*

In case of emergency, the district has vehicles and drivers available that can be used to transport students. In cases of serious medical emergencies, the staff member should call 911 for an ambulance.

Transportation & CCCBSD staff members shall be knowledgeable of and prepared for any need or problem that may cause difficulties during transportation, such as seizures, a tendency towards motion sickness, behavioral problems, and disabilities. The transportation & CCCBSD staff member will get this information from the out-of district LEA, the parent, or student file (CCCBS staff only).

When transporting students, appropriate supervision with adequate staff to student ratios will be provided when transporting students including the transportation of students in district-owned vehicles, taxis, personally owned cars, and public transportation. The individual needs of the students must be taken into account when determining the appropriate staff to student ratio and level of supervision.

The number of students and staff members riding in a vehicle will not at any time exceed the approved number of seats in the vehicle.

Vehicles will not be in motion unless all students are seated, seat belts fastened and wheelchairs are secured. Each student will wear a seatbelt or child safety restraint system that is appropriate to his or her age and needs. The staff member supervising the vehicle will ensure that all safety restraints or seat belts are fastened while the vehicle is in motion.
If a student refuses to wear a safety restraint or seat belt, then the student will not be transported in the vehicle and staff members will work with the appropriate program staff (Clinician, behavior specialist, teacher) to design a plan to teach the student to accept the safety restraint or seat belt and use it appropriately.

**Staff Requirements for Transporting Students**

Prior to CCCBSD employees transporting students, s/he must provide a valid driver’s license (or other comparable state license) before being authorized to transport students in school-owned vehicles. This ensures that driving competency has been authorized by his/her home state. Additionally, prior to transporting students in personal vehicles, employees must give CCCBSD a positive driver’s license and current registration with documentation of legitimate auto insurance. If an employee’s CORI shows activity related to a driving incident, employees will not be authorized to transport students.

### Special Education Regulations

**Special Education Laws and Regulations**

CCCBSD abides by all Special Education Laws including: 603 CMR 28.00 and 603 CMR 18.00. While the complete laws will not be addressed in this handbook, the law, in its entirety is located in the education offices for each program and may be available to read upon request.

**603 CMR 28.00** ensures that eligible Massachusetts students receive special education services designed to develop the student’s individual educational potential in the least restrictive environment in accordance with applicable state and federal laws. Sections addressed within this law are as followed:

- **28.01**: Authority, Scope, and Purpose
- **28.02**: Definitions
- **28.03**: Administration and Personnel
- **28.04**: Referral and Evaluation
- **28.05**: The Team Process and Development of the IEP
- **28.06**: Placement and Service Options
- **28.07**: Placement Involvement
- **28.08**: Continuum of Options for Dispute Resolution
- **28.09**: Approval for Public or Private Day and Residential Special Education School Programs
- **28.10**: School District Responsibility

**603 CMR 18.00** governs the program and safety standards for day and residential special education schools operated by public and private entities and serving publicly funded students. Sections addressed within this law are as followed:

- **18.01**: Authority Scope, and Purpose
- **18.02**: Definitions
- **18.03**: Requirements for Daily Care
- **18.04**: Physical Facility and Equipment Requirements
- **18.05**: Required Policies and Procedures

Additionally, the IEP Process Guide and CCCBSD’s Policies and Procedures manual is also located in the Chief Operating Officer’s office and may be available to read upon request.

**Least Restrictive Placement**

After careful assessment, if a child’s IEP Team does not believe that a full inclusion approach is in the best interest of the child, they will consider alternative placement options that offer both an LRE and the educational support the child requires. To reference the Special Factors section of IDEA, Part B, Section 614(d)(3)(B)(iv), the child’s Team needs to “…consider the
communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communication with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.” (http://www.nad.org/site/pp.asp?c=foINKQMBF&b=180362).

It is the responsibility of CCCBSD to provide an educational environment most conducive to the student’s learning style/needs. Initially, this environment may be restricted to a self-contained classroom, however it is always the Team’s’ goal to see the student mainstreamed and in his/her home school district.

If a student progresses to the point where s/he may be able to be successful in the mainstream, CCCBSD will take measures to provide such opportunities for the student. Such measures 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 (i.e. CCCBSD) to a less restrictive program option (i.e. home school district).

A new critical resource CCCBSD will utilize to assist students maximize their opportunities will be the school interpreter. The School Interpreter will assist students overcome communication barriers in less restrictive programming. The School Interpreter will help to bridge gaps between CCCBSD and interests, preferences, or needs of students in the community.

CCCBSD’s Director of Education will be in close contact and collaborate with the coordinating school district on any arrangements needing to be made to assist with this process to ensure a successful transition for all involved parties.

**Contractual Obligations**

In regard to contractual obligations for payment of services, CCCBSD shall inform in writing to any party, other than a local school district, responsible for placement of a student that said party is financially responsible for any costs incurred as a result of any placement not made pursuant to the requirements of 603 CMR 28.00.

**Advanced Notice of Program Facility Changes**

When CCCBSD has substantial changes within its program, the Chief Operating Officer will notify the Department, prior to any changes being made, using the Department’s Form 1. Additionally, CCCBSD will notify school districts and parents of any new policies and procedures and/or changes in current policies and procedures via email or letter.

This prior notice will be made with sufficient time to allow the Department to assess the need for the proposed change and the effects of such a change to CCC’s program. CCC will also provide written notification to the Department of any sudden and/or unexpected changes that may impact the overall health or safety of students and/or the delivery of services required by IEPs.

CCCBSD will, within 15 working days, notify the Department for: Each 10% decrease in enrollment of students based upon the last approved ESE Program Budget; Change in program's ownership; Change in program’s name; Vacancies) in approved staff positions not filled by another appropriately licensed or waivered staff person, and that have a direct impact on the service delivery to students

CCCBSD understands that prior approval must be obtained from the Department before the following changes occur: changes to school building(s)/physical facilities that are not due to an emergency, but are related to relocation and/or expansion of building(s); and changes made by the program to ESE require policies and procedures that result in continued adherence to regulatory requirements.  

CCCBSD will obtain prior approval from the Department before the following changes occur: Request to increase or decrease the ages of the students being served; Request to change or add gender of students being served; Each 10% increase in enrollment of students based on the last approved ESE Program Budget; and Adding, eliminating or changing staff positions.

**Immediate Notification**

CCCBSD has developed and implemented written procedures describing how it notifies all appropriate parties of serious incidents within the program. Notification will be made either by the CCC Assistant Program Director or the Executive Director.
For ALL Students (Massachusetts and Out-of-State)
CCC makes immediate notification to the parents, the public school district special education administrator, any state agency involved in the student’s care or program placement (by telephone and letter), and the DESE (by telephone and Form 2 of the following incidents:
- The death of a student;
- Filing of a 51-A report with DCF, or a complaint filed with the DPPC against the school or a school staff member for abuse or neglect of a student;
- Any action taken by a federal, state, or local agency that might jeopardize the school’s approval with the Department;
- Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of any of its students regardless of state of residency.

For Massachusetts Students Only:
- The hospitalization of a Massachusetts student (including outpatient emergency room visits) due to physical injury at school or previously unidentified illness, accident, or disorder which occurs while the student is still in the program;
- Massachusetts student injury resulting from a motor vehicle accident during transport by school staff (including contracted staff) which requires medical attention;
- Massachusetts student serious injury requiring emergency medical intervention resulting from a restraint
- Massachusetts student runaway;
- Emergency termination of a Massachusetts student under circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others pursuant to 18.05(7)(d); and
- Any other incident of serious nature that occurs to a Massachusetts student.

All incidents will be maintained in the student’s record.