

NORTHSHORE EDUCATION CONSORTIUM POLICY MANUAL

2026

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Board Policies

Board Of Directors Policy Development (BGA)

Adoption of new policies, review and/or changing existing policies, is solely the responsibility of the Board of Directors. The formulation and adoption of these written policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the District school system.

Proposals for new policies, or changes to existing policies, must be initiated in writing or verbally at an official meeting of the Board by any member, by any employee of the Consortium, or by any parent or guardian of a student enrolled in the Consortium's programs.. The policy proposals must be referred to the policy subcommittee of the Board for detailed study prior to full Board discussion of the proposal. The procedure stated in this paragraph may be waived by majority vote of the Board.

The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Policy Adoption (BGB)

New policies will be presented as information at a Board of Directors meeting and *will* not be acted upon until a later meeting. Thus, time shall be given to permit further study and also to give opportunity for interested parties to react. However, temporary approval may be granted by the Board in lieu of formal policy regarding emergency matters or special events which will take place before a formal policy, if necessary, is enacted.

Policies of the Board may be adopted, amended or deleted by a majority vote of the members present at two successive regular meetings, or by a unanimous vote of the entire Board at any meeting. Amendments to policies may be voted at the same meeting at which they are introduced.

The Board may dispense with the above sequence to meet emergency conditions

Policies for Public Day School Approval

Coordination & Collaboration With Public School Districts

DESE Criterion 5.2 & 5.3

603 CMR 28.06(2-3)
603 CMR 28.07(5)
603 CMR 28.09(9)(c)&(d)
603 CMR 28.09(2)(b)(7)
34 CFR 300.349
34 CFR 300.400-.401

Student Referral and Admissions

Prior to student placement in an NEC program, the LEA will forward a comprehensive referral packet to the program. Upon receipt, the Program Principal or Intake Coordinator will work with the district and parent/guardian to schedule a site visit and intake meeting. The Intake Coordinator will provide detailed information about the program as well as conduct a detailed student history interview. The Intake Coordinator will also conduct a tour of the program to include the classroom(s) in which the student may be placed. Prior to enrollment, the sending district and parents must provide: a current, signed IEP, health and immunization records, and all required program forms.

Written Contracts

It is the responsibility of the LEA to enter into written contracts with NEC. In each such contract, NEC will provide the following assurances:

Assurances on the part of NEC that its program(s) will comply with all elements of the IEP for the student and shall provide, in writing, to the LEA detailed documentation of such compliance through completion of required student progress reports. (See Policy and Procedures Manual – Progress Reports).

NEC will allow the placing school district to monitor and evaluate the education of the student and will make available, upon request, any records pertaining to the student to authorized school personnel from the LEA and the Department of Elementary and Secondary Education in accordance with the Massachusetts Student Record Regulations.

NEC shall allow the placing school district and/or the Department of Elementary and Secondary Education 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.

NEC shall afford publicly funded students all the substantive and procedural rights held by eligible students, to be educated in the least restrictive environment, and shall comply with all other

applicable requirements of the regulations and applicable policy statements and directives issued by the Department of Elementary and Secondary Education.

NEC assures the LEA that it does not deny a student access to its' programs or services on the grounds of race, color, religion, sexual orientation, or national origin, or qualified persons with disabilities.

Program Oversight

NEC is responsive to the LEA, in ensuring that the student's IEP is being appropriately implemented and that the service delivery is aimed at assisting the student meet the goals identified on the student's IEP. NEC welcomes site visits by the LEA for program monitoring. Program visits by the LEA are documented in applicable student records.

Team Meetings

It is the responsibility of the LEA to schedule Team meetings. Team participants will include: parents/guardians, LEA designee, program Principal or designee, classroom teacher, clinical and support services staff working with the student, and any other persons determined appropriate by members of the Team or invited by the parent/guardian.

Annually, and at the 3-year eligibility re-determination, the Team will evaluate the appropriateness of the student's placement in the program as it relates to the student's needs as outlined in the IEP. Full consideration will be placed on transitioning the student to a less restrictive environment and, if determined appropriate, a transition plan will be implemented.

IEP Development and Implementation

The Program Principal is responsible for overseeing the development and implementation of all components of the student's IEPs. The Educational Team, including special education teacher, clinicians, and therapists re-evaluate the student's progress and current performance, determine if goals and benchmarks have been achieved and present recommendations to the Team at the IEP meeting. The Team will then prepare a new IEP.

Testing for 3 year re-evaluations are the responsibility of the sending district. NEC program staff can be available to complete educational assessments, and other specialist assessments, which can be arranged with prior notification from the LEA. A minimum of 30 school days prior notification is required for testing completion.

Written Notification and Communication

The Program Principal, as the Coordinator of Coordination and Collaboration with Public School Districts, has the responsibility of notification and communication with school districts. The Program Principal may delegate other program staff in fulfilling the programs obligation to collaborate with the school districts.

Communication will take place regarding at least all of the following:

- Distribution of reports and attendance records
- Scheduling meetings
- Alignment with district curriculum, education and graduation requirements (if applicable)
- IEP implementation/revision, development/implementation of move to less restrictive environment or planned termination, and team meetings
- Written progress reports to be written by service providers and sent to parents and LEA in a timely manner.
- Ensure participation in state assessment programs in accordance with the student's IEPs

NEC staff will assure the following notifications:

- Notification of medical emergency, injury, hospitalization, or death.
- Notification of significant student and family related issues
- Notification of new behavior plans/functional behavioral assessments
- Instances requiring disciplinary action
- Runaway student
- Filing of a 51A against a staff person (applicable sending district)

Transitioning to a Less Restrictive Environment

NEC will work closely with parents and LEA's to maximize student opportunities for community involvement, inclusion, and timely transition to a less restrictive placement when appropriate.

Student Participation and Consent at the Age of Majority

When the student reaches age eighteen, he or she will have the right to make all decisions in relation to their special education programs and services. The LEA has the obligation to obtain consent from the student. To continue the student's special education program, NEC will work with the LEA consistent with 603 CMR 28.07(5)
The parent will continue to receive written notices and information but will no longer have decision-making authority, except as provided below. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority.

Reporting Policy and Procedure for Child Abuse/Neglect to Department of Children and Families & to the Disabled Persons Protection Commission

DESE Criterion 3.1(c)
MGL 119, 51A-B; MGL 19C

Under Massachusetts General Laws Chapter 199, Section 51A 51G, any public or private school teacher, educational administrator, guidance of family counselor, nurse, or social worker, or other professional identified as a mandated reporter, who in his/her professional capacity shall have reasonable cause to believe that a child under 18 years of age is suffering serious physical or emotional injury resulting from abuse from a caretaker, including sexual abuse, or neglect, including malnutrition, must immediately report such conditions to the Department of Children and Families. Suspected abuse of a disabled individual over the age of 18 must be reported to the Disabled Persons Protection Commission (MGL c. 19C).

Procedures:

If any NEC employee has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, he must immediately notify his Program Director immediately of the concern. If the Program Director is unavailable, the employee should consult with the Executive Director. The Program Director has the responsibility of notifying the Department of Children and Families immediately and filing a mandated report within 48 hours.

If any employee has reason to be concerned about another employee mistreating a child, this must be reported to a Program Director immediately.

If a report is filed against an employee, the Executive Director will place the employee on paid administrative leave pending an internal investigation, and an internal investigation will be conducted.

The Program Director or designee will immediately notify the Executive Director of any 51A that has been filed.

If an employee disagrees with the decision of the Program Director, he has the right to file as a mandated reported with no fear of reprisal.

In most cases, the Program Director will notify the parent or guardian if a 51A is being filed. The timing of the notification of the caretakers should take into account that the essence of the Chapter 199, Section 51A 51G law is that the child's welfare is the top priority. If there is concern about the child's safety, the Program Director will decide, in consultation with DCF when and if the caretaker should be informed.

The Program Director will be responsible for all proper paperwork and notifications including to the LEA and to DESE. If the suspected abuse and/or neglect is the result of an action of a staff member or another student, DESE Form 2 will be completed.

Unless specifically mandated, no reference to a report of abuse or neglect should appear in the child's Student Record.

If the child has an on-going case with DCF, the Team will attempt to contact the on-going DCF case worker, or that worker's supervisor if the worker is unavailable, as a part of the information-gathering and decision-making process. If there is reasonable cause to believe that abuse and/or neglect has occurred, the Team is required to file a report according to the outlined procedure **even if the child has an on-going DCF case.**

If the student is 18 years of age and older, the Team should follow the process as outlined. The report should be made to the **Disabled Persons Protection Commission 24-Hour Hotline** at **1-800-426-4009**.

No employer or manager may discharge, demote, transfer, reduce pay, benefits, or work privileges, prepare a negative work performance evaluation, or take any action to an employee who files in good faith.

Evacuation and Emergency Procedures

DESE Criterion 3.1d & 12.2a
603 CMR 18.05(10)

The Program Director is responsible for the development and implementation of a Crisis Protocol Manual for their respective buildings and programs. The manual will be developed in cooperation with program staff as well as local safety officials of the town/city in which the program is housed. The Crisis Protocol Manual is to contain:

1. The assignment of personnel to specific tasks and responsibilities in emergency situations

2. Systems for notification of appropriate persons

3. Specification of evacuation routes and procedures

The program will implement **Emergency and Evacuation Drills** that include situations such as lock down of a building, flood preparedness, use of firefighting equipment, gas leaks, etc. The program in-service training will be conducted before the start of each school year in a manner to:

- Assure that all staff is trained to perform assigned tasks.

- Assure that all staff is familiar with the use of the firefighting equipment in the facility.

- Assure that all staff is familiar with how to use alarm systems and signals

- Assure that all staff is familiar with evacuation procedures and routes.

- Assure that all staff is familiar with the Runaway Student procedures (see applicable policy).

- Assure that all staff is familiar with Immediate Notification Policy and with systems in place for the notification of appropriate persons.

The program staff will take special care to help all students to understand the nature of such drills.

The program staff will make special provisions for the evacuation of any mobility-impaired student in the facility.

The Program Principal will keep a written log of each evacuation drill.

Notification of Substantial Changes

DESE Criterion 4.4
603 CMR 28.09 (5) c

Prior to any substantial change in program or physical plant, NEC shall give written notification of intent to change to the Department. Notice shall be given with sufficient time to allow the Department to assess the need for the proposed change and the effects of such change on the educational program. Written notification will occur under the following circumstances:

- Permanent or temporary reduction or increase of services or qualified/certified staffing that result in a change in the required student/teacher or student/childcare ratio.

- Changes that impact the ability to deliver services to students by appropriately licensed staff
- Building changes that affect the care of the students
- Relocation or expansion of the program to a new site
- Change in the legal, organizational, or financial status of the program that impacts the health and safety and/or service delivery to students.
- Closure of a program

Immediate Notification

DESE Criterion 4.5
603 CMR 18.05(10)
603 CMR 18.05(7)
603 CMR 28.09(12)

In the event that a serious or unusual incident is to occur, immediate notification, by telephone and by letter, to the parents, to the sending school district(s), to any state agency involved in student care or program placement, and by mail to the Department of Elementary and Secondary Education is mandated.

Serious and unusual circumstances are defined as the following:

- Any restraint exceeding 20 minutes in length (see Physical Restraint Policy)
- Any restraint resulting in an injury to the student (see Physical Restraint Policy) requiring serious medical intervention
- Runaway student (see Runaway Student Policy)
- Hospitalization for physical injury, including out-patient emergency room visits, due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program
- Hospitalization for mental health concerns, including out-patient emergency room visits.
- Motor vehicle accident injury (see Transportation Policy)
- Abuse/neglect concern on the part of a staff member(s) or another student(s) – filing of a 51A (see Reporting of Abuse/Neglect Concern Policy)
- Emergency termination (see Emergency Termination Policy)
- Death of a student
- Any action taken by federal, state, or local agency that might jeopardize the school's approval with ESE
- Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care of education of any its students regardless of state of residency
- Any other incident of a serious nature

Staff will follow program policy for reporting and documentation immediately upon the event of any of the above-mentioned circumstances, which will include the completion of Behavioral Incident Report forms or Unusual Circumstance Report forms or any other documentation requested of them by the Site Administrators.

Program Principals/Program Directors are responsible for notification to:

- Parents
- Sending districts
- Any other agency responsible for the placement
- Department of Education (Form 2 and Physical Restraint Report)
- Executive Director - a copy of <u>all</u> supporting documentation will accompany notification to the Executive Director.

State/District Wide Assessment

DESE Criterion 7.3; SE 5
603 CMR 28.09 (9)(d)

The Massachusetts Education Reform Law of 1993, No Child Left Behind and the Individuals with Disabilities Education Act—2004 (IDEA-9 require the full participation of students with disabilities in state and district wide testing programs. The Massachusetts Education Reform Law requires all students in publicly supported programs, including students with disabilities, to participate in MCAS, including students in educational collaboratives. The federal special education law, IDEA-2004, requires that all children with disabilities, including LEP students with disabilities, participate in state and district-wide assessment programs, either:

- Routinely, as do non-disabled students; or
- With appropriate accommodations and modifications in administration where necessary; or
- Through alternate assessments for students who cannot participate in state and district wide assessments as determined by their IEP Team.

IDEA-2004 also requires that students with disabilities be given the opportunity to participate in and make progress in the general education curriculum, with emphasis on being provided the supports and services necessary to ensure their success in this regard. This means that all students, even those with significant disabilities, must receive instruction that addresses, at minimum, the skills, concepts, and information supported by the learning standards in the Massachusetts Curriculum Frameworks that are taught to all students.

It is the responsibility of the Program Principal to ensure that all enrolled students have access to the general curriculum and are assessed via the MCAS in the following manner:

- Ensure that all students with disabilities in the tested grades participate in MCAS in the manner prescribed by their IEP Team, and in accordance with student participation requirements described in the MCAS Alternate Assessment Educators Manual, and other MCAS publications.
- Allocate and coordinate building resources, including personnel to assist the child's primary teacher, in order to ensure timely and appropriate participation by designated students with disabilities in MCAS Alternate Assessments.
- Provide assurances that complete and accurate information on each student participating in MCAS Alternate Assessments is indicated on the Student Identification Form, student answer booklets, and other forms as appropriate, including proper identification and labeling of student portfolios.
- For students participating in MCAS Alternate Assessments, ensure that student portfolios are completed and submitted no later than the due date as assigned by ESE.
- For students participating in MCAS Alternate Assessments, monitor the alternate assessment process to ensure that student work is neither altered nor fabricated in a way that provides information that is false or portrays the student inaccurately.

Determining student participation in Standard MCAS, Access to Standard and/or Non-Standard Accommodations and Alternate Assessment

The students' IEP Team is responsible for determining how each student will participate in MCAS, what accommodations, if any, will be necessary. Furthermore, when a student has a significant disability and/or who has previously failed the MCAS test the team will discuss and consider the Alternate Assessment portfolio as an option for student participation in the MCAS. It will also discuss the format and evidences if MCAS Alt is decided as to be the selected option. This information, including any accommodations that a student will use, is documented in the student's IEP. The IEP uses the following guidelines at annual team meetings to determine how each student with a disability will participate in MCAS for each subject area; this is done by asking the following questions:

- Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are absolutely necessary in order for the student to participate?
- Does the student require an alternate assessment? (Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.)

English Language Learners

NEC shall provide suitable research-based language instructional programs for all identified English language learners in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

As part of the admission process, NEC will ask the sending LEA to identify if the student is an English language learner. In addition, NEC shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English, as well as through observations, intake assessments, and recommendations of parents/guardians, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

NEC will work with the sending LEA to assure that English learners are placed in classrooms with core academic teachers who have the appropriate endorsements, and that the individualized instructional program includes appropriate ESL instruction and supports.

Legal Refs: 603 CMR 14

IEP Process

Progress Reports

DESE Criterion 8.8
603 CMR 28.07(3)
34 CFR 300.347(a)(7)

Written progress reports are submitted by mail to parents and the appropriate local education authorities (LEA) 4 times annually. Copies of the progress reports are maintained in the Student Record along with a log of persons or agencies receiving the reports. Progress Reports describe the student's progress toward each annual goal.

IEP – Less Restrictive Placement

DESE Criterion 8.10
603 CMR 28.09(9)(c)

For each student enrolled in an NEC program, the IEP Team will annually review (and implement if determined appropriate) opportunities for the student to gain the capacity to return to a less restrictive educational program. Such mechanisms that will be considered, but are not limited to, a capacity for part-time attendance at a neighborhood public school or other community program or a period of transition from one program option to a less restrictive program option, an opportunity to be included with typically developing peers.

IEP – Revisions & Changes (Amendments)

DESE Criterion 8.8
34 CFR 300

The Program Principal, or designee, will notify the sending district and parents when there is a need to reconvene the Team. In conducting a meeting to review, and, if appropriate, revise a child's IEP, the IEP team shall consider the following factors:

- The strengths of the child and the concerns of the parents for enhancing the education of their child.
- The results of the most recent evaluation(s) of the child.
- As appropriate, the results of the child's performance on any state or district-wide assessment.

Teams will consider special factors including, but not be limited to:

- In the case of child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

- In the case of a student with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.

- In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

- 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 communications 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.

- Consider whether the child requires assistive technology devices and services.

Transition Planning

DESE Criterion 8.11
34 CFR 300.320(b)(b2)(c)

As required by IDEA 2004, transition planning occurs for all students age 14 and older enrolled in an NEC program. The program director and identified staff work with the LEA to discuss each student's transition needs annually at the IEP meeting beginning no later than when the student is 15. Students are invited and encouraged to attend part or the entire Team meeting at which transition services are discussed.

When developing the transition plan, the Team discusses the student's and family's Post-Secondary Vision; Disability Related Needs and whether or not specially designed, measurable goals based on age appropriate transition assessments related to training, postsecondary education, employment, and where appropriate to independent living skills. The Team next develops an action plan outlining how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision.

The Team uses the Department of Elementary and Secondary Education's Transition Planning form to document its discussion and maintains a copy of this form in the student record.

Transition Services

DESE Criterion 8.11
603 CMR 28.05(4)(c)

For any student approaching graduation or the age of twenty-two, the Team shall determine whether the student is likely to require continuing services from adult human service agencies. If it is the determination of the Team that the student will require continued services, two years prior to the student turning the age of twenty-two, the Administrator of Special Education of the student's local education authority (LEA) or his/her delegate will be responsible for making a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71, §12A-§12C (known as Chapter 688).

Student Involvement in IEP Process

DESE Criterion 15.5
34 CFR 300.344

Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first, the student will be invited to participate as a member of the Team and participate in the development of his/her own Individualized Education Plan (IEP).

The staff of the program and the parents may choose extend these rights to students under the age of 14 or to students who have not yet entered the ninth grade.
If for any reason, the student has not participated as a member of the Team, written documentation as to the circumstances for non-participation will be included in the IEP under Additional Information.

Student Participation & Consent At Age Of Majority

DESE Criterion 15.6
603 CMR 28.07(5)

When the student reaches age eighteen, he or she will have the right to make all decisions in relation to their special education programs and services. The LEA has the obligation to obtain consent from the student. To continue the student's special education program, NEC will work together with the LEA under the following conditions:

1. The parent will continue to receive written notices and information but will no longer have decision-making authority, except as provided below.

    a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority.
    b) The parent shall not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.

2. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP.

    a) Such choice shall be made in the presence of the Team and shall be documented in written form.
    b) The student's choice shall prevail at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.

3. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice shall be made in the presence of at least one representative of the school district and one other witness and shall be documented in written form and maintained in the student record.

Behavioral Support Policies (2026)

Policy And Procedure For Behavior Support

DESE Criterion 9.1

All NEC programs have developed and implemented a comprehensive set of policies and procedures addressing discipline and behavior support needs that meet all federal and state special education requirements. The policies and procedures for individual programs are detailed in each program's parent/student handbook, and vary based on the developmental levels, abilities and disabilities of students in each program.

Unacceptable Discipline

The following practices are explicitly prohibited in all NEC programs:

- Corporal punishment
- Withholding food
- Denial of toileting or basic care
- Isolation or seclusion
- Ridicule or humiliation

Physical Restraint and Time Out (updated August 2026)

603 CMR 46

Northshore Education Consortium complies with all DESE regulations governing the use of time-out and restraint.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint only when needed to protect a student and/or member of the school community from assault or imminent, serious physical harm. In addition, the goal should always be to prevent or minimize any harm to the student as a result of the physical restraint.

This policy shall be reviewed annually and provided to all NEC staff, parents and guardians.

Nothing in this policy shall preclude a teacher or other employee from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. Nothing in this policy prohibits law enforcement from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

Definitions

(603 CMR 46.02)

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

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

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

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

The following are not physical restraints:

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

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

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is physically prevented from leaving.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;

- Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- Time-out (as defined below)

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

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

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

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

PROHIBITIONS
Mechanical restraint, medication restraint, prone restraint (unless permitted under the conditions described below), seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in all NEC programs.

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

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

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

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

Seclusion is prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:
● The student has a documented history of repeatedly causing serious self injuries and/or injuries to other students or staff;
● The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
● Other forms of intervention have failed to ensure the safety of the student and/or others;
● There are no medical contraindications, as documented by a licensed physician;
● There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
● The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency and the use has been approved in writing by the Principal;
● Any individual using seclusion has received training about alternative behavior interventions and management techniques; and
● The program has documented all of the above before using seclusion and maintains the documentation.

No written individual behavior plan or individualized education program (IEP) may include use of seclusion as a standard response to any behavior.

At all times during the use of seclusion, a staff member will continuously monitor and observe the student, be immediately available to the student, and continue to use calming and de-escalation strategies with the student, unless it is unsafe or counterproductive to do so.

The emergency use of seclusion will cease as soon as the student's behavior no longer poses a threat of assault or imminent serious physical harm or if the student is observed to be in severe distress. The Principal's approval must be obtained if seclusion is used for a period longer than 30 minutes.

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

PROPER ADMINISTRATION AND SAFETY REQUIREMENTS (603 CMR 46.05)
Only personnel who have received training (Safety Care or a comparable training) pursuant to the Regulations shall administer physical restraint on students.

Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. When administering a physical restraint, trained staff shall comply with the requirements regarding the use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

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

STAFF TRAINING
All school staff will receive training with respect to NEC's prevention and behavior support policy and requirements when restraint is used. Staff training will occur at the beginning of each school year, and, for new hires, within one month of being hired. Training shall include:

- Information on the role of various individuals in preventing restraint;
- The Physical Restraint and Time-Out Policy and procedures;
- Interventions that may preclude the need for restraint, including de-escalation techniques;

- Types of permitted physical restraints and related safety considerations;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint, who may serve as school-wide resources to assist in ensuring proper administration of physical restraint.

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

REPORTING

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

Reporting to Principal:

The staff member who administered the restraint/seclusion shall notify the Principal or designee verbally as soon as possible and in writing no later than the next school working day. If the Principal administered the restraint, the Principal shall prepare the report and submit it to the Superintendent.

The Principal or designee shall maintain an on-going record of all reported instances of physical restraint and emergency seclusion, if any (the “Physical Restraint Log” and “Seclusion Log”).

The Principal shall conduct a weekly review of the Physical Restraint Log and Seclusion Log to identify student(s) who have been restrained/secluded multiple times during the week and convene teams to review the student’s needs, as appropriate. The review team will review the written physical restraint reports; analyze the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved; consider factors that may have contributed to escalation of behaviors and alternatives to restraint, with the goal of reducing or eliminating the use of restraint in the future; and create a written plan of action, if appropriate.

The Principal shall ensure that a record of any such individual student review team is maintained and made available to DESE or the Parents upon request.

The Principal shall also conduct a monthly review of the Physical Restraint Log and Seclusion Log in order to consider patterns in the time of day, day of week, or individuals involved; the number and duration of restraints/seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint; and the need for additional staff training, policy modifications, or other action to reduce or eliminate restraints.

The Physical Restraint Log and Seclusion Log, if any, shall be made available for review by a parent (in accordance with student records regulations) or the DESE upon request.

Reporting to Parents:
The Principal or designee shall make reasonable efforts to inform the student's Parent(s) of the restraint within 24 hours of the event and shall notify the student's Parent(s) by written report within three school working days of the restraint. The information in the report shall comply with 603 CMR 46.06(4).

The restraint report must be provided to the student's parent(s) in the language in which report cards and other necessary school-related information are customarily provided. The Principal shall provide the student and the parent(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

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

SAFEGUARDS (603 CMR 46.07)
See also Policy SE 55 Special Education Facilities and Classrooms

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

Any room used for seclusion, if permitted under the conditions enumerated in 603 CMR46.07(2), will meet the same physical requirements as a Time-Out space, described above. Any room used for seclusion will be inspected by the program for compliance with such requirements at least weekly.

PREVENTING STUDENT VIOLENCE AND SELF-INJURIOUS BEHAVIOR
As set forth in the Regulations, NEC shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual
crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

PARENT ENGAGEMENT
In accordance with the Regulations,NEC shall engage parent(s) in discussions about restraint prevention and the use of restraint solely in an emergency situation of last resort. This Physical Restraint and Time-Out Policy will be posted on the NEC's website and within school handbooks. Parents are also welcome to request a meeting with the Principal or Team Chair to discuss any
individual restraint or to discuss restraint and time-out procedures in general use.

GRIEVANCE PROCEDURE

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

PREVENTION AND ALTERNATIVES TO PHYSICAL RESTRAINT

Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community.

Students: To the extent that they are able, students are responsible for knowing and following the school rules and code of conduct, as outlined in the Student/Family Handbooks. Students are also encouraged to report to staff whenever another student evinces violent or dangerous behavior towards themselves or others. Given the unique special needs of NEC students, this will vary widely from program to program.

Families: Families should be aware of and encourage adherence to the school rules and code of conduct, as outlined in the Student/Family Handbooks. Regular communication between Parent(s) and school is important to facilitate support for any student experiencing difficulty.

School Staff: Staff are responsible for reviewing, attending training, and implementing the school policies and procedures, including those related to physical restraint and time-out. Staff are also responsible for discussing and explaining these policies and procedures to families and students to prevent misunderstanding.

Administration: NEC will annually review its Physical Restraint and Time-Out Policy and related procedures, provide it to school staff, provide annual training to school staff, and make the policy and procedures available to families of enrolled students.

De-escalation Techniques and Alternatives to Restraint
NEC staff are responsible for providing classroom environments with appropriate accommodations to meet students' special needs, as well as for following student IEPs and any individual behavioral support plans. Staff may utilize a variety of behavioral interventions in order to de-escalate a student, including but not limited to:

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a movement break
- Opportunity for a sensory break
- Breathing exercises
- Access to a calming or redirecting tangible item or activity

- Reducing the demands/amount of work expected
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me “I need a break”) ● Offering opportunities to speak with professionals (e.g. teacher, administrator, nurse, or guidance counselor)
- Working in small groups outside the classroom on academic related work
- Time-out for the purpose of calming.

Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan.

PROCEDURE FOR USE OF TIME-OUT
Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or direction from staff, for the purpose of calming. During a time-out, the student will be continuously observed by staff in an unlocked setting from which the student is permitted to leave. It is the expectation of NEC that a staff member will be physically present with the student during time-out; however, if it is not safe for the staff member to remain in the room with the student, staff will remain immediately available to the student and will continuously observe the student during time-out. The time-out will cease as soon as the student has calmed, based on staff observation of the student’s physical cues, tone of voice, and demeanor.

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

Time-out does not include time spent meeting with administrators; visits to nurse; performing an errand in another part of the school building; or working in small groups outside the classroom. Students may also take space for calming while remaining fully aware of the learning activities in the classroom.

Suspension Policy

DESE Criterion 9.5 & 9.6 603 CMR 18.05(6)34 CFR 300

Administrators will exercise discretion in deciding the consequences for disciplinary offenses and will seek alternatives to suspension whenever possible. All NEC programs conform to all pertinent regulations and laws concerning the suspension of students, particularly students with special needs. NEC staff work in conjunction with school based administrators and the liaison from the student’s sending district (LEA) to ensure that all of the student’s rights to due process and to special education services are enforced. These include due process rights regarding the hearing related to an infraction, special education entitlements as set forth in the IDEA regarding

exclusions constituting a disciplinary change in placement and any applicable appeal rights under state and/or federal laws and regulations. Suspension is rarely used in NEC programs.

In addition, NEC programs conform to M.G.L. c.71, §§ 37H, 37H1/2 and 37H3/4, M.G.L. c. 76 § 21, and 603 CMR 53.00 regarding the authority of the principal/program director related to students in possession of weapons, controlled substances, assaults, felony charges and other disciplinary violations.

Definitions:
Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days. Expulsion is prohibited for M.G.L. c. 71, § 37H 3/4 offenses.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Principal: the primary administrator of the school or the principal's designee for disciplinary purposes. At NEC, the terms Principal and Program Director are used interchangeably. .

Superintendent – the superintendent or designee for disciplinary purposes. At NEC, the Executive Director is considered the Superintendent under the law.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and the parent.

Due Process

Most of the students at NEC are students with disabilities, please note that our students may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from their program for more than ten (10) consecutive days in a given school year, or is subjected to a series of short-term removals that constitute a pattern of removal that exceeds ten (10) school

days, and are considered to constitute a disciplinary change in placement, program administrators, staff from the sending district, and relevant members of the Student's IEP or 504 Team, and the parent(s)/guardian(s) will meet to conduct a Manifestation Determination Review. At the Manifestation Determination Review, the Team will consider whether the violation for which the student is subject to discipline is directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

If the Team determines that the behavior is NOT a manifestation of the student's disability, the student may be disciplined in accordance with the policies and procedures applicable to all students, except that students shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, and may, as appropriate, review any existing behavior intervention plan, or, where appropriate, conduct a functional behavioral assessment.

If the Team determines that the behavior giving rise to disciplinary action IS a manifestation of the student's disability, then the district/NEC will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent(s)/guardian(s)) to modify the IEP, the placement, or the behavior intervention plan as appropriate and the student will not be suspended for more than 10 days (either consecutive or constituting a pattern of removal) for the violation found to be a manifestation of their disability.

Regardless of the result of the Manifestation Determination, if a student possesses, uses, sells or solicits illegal drugs or a controlled substance on school grounds or at a school-sponsored event; possesses a weapon on school grounds or at a school-sponsored event; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the school district may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. The interim alternative setting must enable the student to participate in the general curriculum and progress toward the goals in the IEP. The interim alternative educational setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. If a student has been placed in an interim alternative education setting because of disciplinary action, the student may remain in the interim setting for a period not to exceed forty-five (45) school days. Thereafter, the student will return to the previously agreed-upon educational placement unless the parent(s)/guardian(s) (or student if 18+) consents to an extension of the IAES, or the parent(s)/guardian(s) and the school agree to another placement, or the parent(s)/guardian(s) or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement.

The parent(s)/guardian(s) shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Due Process Under M.G.L. c. 71, § 37H ¾

For ALL offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff, and felony offenses. For due process for offenses under M.G.L. c. 71, §§ 37H, 37H1/2, see the appropriate section below.

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ only. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

In every case of student misconduct under M.G.L. c. 71, § 37H 3/4 for which suspension may be imposed, a Program Director shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and shall not use long-term suspension from school as a consequence until alternatives have been tried shall not suspend or expel a student until alternative remedies have been employed and their use and results documented and, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. The Program Director and Executive Director acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

Emergency Removals; M.G.L c. 71, § 37H ¾: A Program Director may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Program Director's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the Program Director shall immediately notify the Executive Director in writing of the removal, the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Program Director shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the Program Director concerning the proposed suspension, including the opportunity to dispute the charges, present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Program Director, student, and parent, the Program Director must provide the student an opportunity for a hearing with the Program Director that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Program Director is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A Program Director may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Due Process for In-School Suspension; M.G.L c. 71, § 37H 3/4: In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.
Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student

committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Program Director's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the Program Director shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the Program Director for the purpose set forth in 603 CMR 53.10(4) if such meeting has not already occurred. The Program Director shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Program Director and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a Program Director may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The Program Director shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the Program Director concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The Program Director shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Program Director must be able to document reasonable efforts to include the parent. The Program Director is presumed to have made reasonable efforts if the Program Director has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Program Director's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4: At the Program Director's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the Program Director's consideration in determining consequences for the student.

Program Director's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: The Program Director shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Program Director's decision shall be final with no opportunity for appeal. If the student is in grades K through 3, the Program Director

shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Program Director will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Program Director may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to request that the hearing be recorded by the Program Director, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Program Director shall inform all participants before the hearing that an audio record will be made, and a copy will be provided to the student and parent upon request.

Program Director's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and the Program Director shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Program Director should consider in determining consequences for the student.

Program Director's Decision – Long-Term Suspension: M.G.L c. 71, § 37H ¾: Based on the evidence, the Program Director shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The Program Director shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Program Director and the parent. If the Program Director decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the Program Director; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the Program Director's decision to the Executive Director or designee, but only if the Program Director has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term

Suspension will remain in effect unless and until the Executive Director decides to reverse the Program Director's determination on appeal.

Executive Director Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4: A student who is placed on a Short-Term suspension under M.G.L. c. 71, § 37H ¾ following a hearing with the Program Director does not have appeal rights. The Program Director's decision is final. A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the Program Director shall have the right to appeal the Program Director's decision to the Executive Director. The student or parent shall file a notice of appeal with the Executive Director within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in their discretion, for good cause.

Executive Director Appeal Hearing; M.G.L c. 71, § 37H 3/4: The Executive Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Executive Director shall grant the extension. The Executive Director shall make a good faith effort to include the parent in the hearing. The Executive Director shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing. The Executive Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Executive Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Executive Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Program Director's hearing for long-term suspension as identified above.

Executive Director's Decision; M.G.L c. 71, § 37H 3/4: The Executive Director shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Executive Director; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Program Director but shall not impose a suspension greater than that imposed by the Program Director's decision. The decision of the Executive Director shall be the final decision of the Reading Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses
(For offenses involving dangerous weapons, drugs, assaults on staff, and felony offenses)

Removal Pending Hearing M.G.L. c. 71, §§ 37H and 37H 1/2–- For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the Program Director may remove the student pending a hearing scheduled within ten (10) school days, if the Program Director determines that due to the nature of the offense and information available, the student poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process. The student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto,

prior to the Program Director's imposition of any removal pending hearing. Upon imposition of a removal pending hearing of (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the removal pending hearing, rationale for the interim removal pending hearing and the date and time of the formal disciplinary hearing scheduled within ten (10) school days of the removal as well as all other due process rights relative to the hearing as outlined below.

Long-Term Suspension/Expulsion: M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a Program Director may long-term suspend a student for more than ninety (90) days or permanently expel a student for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint (suspension only) or conviction (suspension or expulsion), or adjudication or admission of guilt with respect to such felony, if a Program Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Program Director's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c. 71, §37H

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from NEC by the Program Director.

Any student who assaults educational staff on school premises or at school-sponsored events may be subject to expulsion from the NEC by the Program Director.

Program Director's Hearing, Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation at their own expense, along with the opportunity to present evidence and witnesses at said hearing before the Program Director. After said hearing, the Program Director may, in their discretion, decide to suspend rather than expel a student who has been determined by the Program Director to have violated either paragraphs 1 or 2 above.

Appeal to the Executive Director – Long-Term Exclusion – M.G.L. c. 71, §37H - A Program Director's decision to suspend rather than expel a student pursuant to M.G.L. c. 71, s. 37H is final and not appealable. Any student who has been expelled from NEC pursuant to these provisions shall have the right to appeal to the Executive Director. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Executive Director of their appeal. The student has the right to counsel (at their own expense) at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Suspensions or expulsions are decisions that must consider a student's due process rights. The Program Director or their designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint
Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Program Director of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said

Program Director if said Program Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Program Director's Hearing/Decision – Long-Term Exclusion – M.G.L. c. 71, § 37H1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Program Director. After the hearing, the Program Director shall issue a written decision. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Appeal to the Executive Director- Long-Term Exclusion - M.G.L. c. 71, § 37H1/2 - The student shall have the right to appeal the suspension to the Executive Director in writing and must notify the Executive Director of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to be represented by counsel at student's own expense. The Executive Director shall have the authority to overturn or alter the decision of the Program Director, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Reading Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction
Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Program Director of a school in which the student is enrolled may expel said student if such Program Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Academic Progress:

Any student who is serving an in school or out of school short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, in accordance with the M.G.L. c.76, §21.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

Termination of Enrollment:

The NEC Collaborative reserves the right to terminate a student's enrollment in any NEC program in accordance with the procedures set forth in 603 CMR18.05(7) and 603 CMR 28.09.

Runaway Student

DESE Criterion 9.3
603 CMR 18.03(10)

A “runaway student” shall be defined as: the student has left the classroom, assigned areas with staff, or school environment without permission and is exhibiting unsafe and/or noncompliant behavior. A student who has left his/her designated space, but is within the immediate area and within the staff’s visual field is not to be considered a runaway student.

The following procedure will be implemented:

If a student runs away:

- Staff is able to keep student in eyesight and communicate student’s status using walkie-talkies.
- Staff will not chase and/or attempt to physically restrain the student unless the student is in imminent danger of hurting him/herself.

If a student runs off of school grounds, the above procedures will be followed, and if student is unsafe or out of eyesight, staff should immediately:

- Notify principal to call the local police department.
- Complete and file an Incident Report form as soon as possible.
- Record the incident in the Incident Report Log
- Notify the parent and school district by phone and in writing.
- Notify the DESE (Form 2).
- File all notifications and Incident Reports in Student Record.

Planned Termination

DESE Criterion 5.3
DESE Criterion 9.7
603 CMR 18.05(7) and 603 CMR 28.09(12)

At each student’s annual team meeting, program staff, the sending district, parents and student (if applicable), through the Vision Statement process, will identify if the student will be likely to transition back to the public school setting within that academic year. If it is determined that the student is ready to return, the team will then develop a written termination plan which includes a description of the student’s specific program needs (e.g., instructional, behavioral, therapeutic, technological needs), the short and long-term educational goals of the program, and recommendations for follow-up and/or transitional services.

The school team and district may arrange a meeting at any other time for the sole purpose of developing a termination plan if all parties, including the parent and student if appropriate, are provided with notice of the meeting at least 10 days in advance of the meeting date.

A Team meeting to discuss planned termination may be requested at any time, if appropriate.

The written termination plan shall be implemented in no less than 30 days, unless all parties agree to an earlier termination date.

The school shall thoroughly explain termination procedures to the student, parents, the administrator of special education, and officials of appropriate human service agencies.

Emergency Termination Of Enrollment

DESE Criterion 9.7
603 CMR 28.09(12)
603 CMR 18.05(7)

Consideration of termination of enrollment is part of the Team process in determining appropriate placement for a student. Every effort is made to continue enrollment for students that may be in crisis. However, if a student presents with severe behavioral incidents requiring more support and intervention than is routinely part of our therapeutic procedures, the following processes occur:

An emergency Team Meeting is convened to discuss alternative strategies to address the student's presenting issues.

The Team develops an interim action plan which can include, but not exclusive to:

- Staff supervision and support
- Change in length of school day
- Change in daily academic and behavioral expectations
- Change in environment within the school program
- Addition of therapeutic/clinical intervention
- Or any other option as determined by the team

A follow-up Team meeting is scheduled following the interim action plan to assess the student's status.

NEC will not terminate a student, even in an emergency situation, until the sending school district is informed and assumes responsibility for the student. At the request of the sending school district, NEC shall delay termination of the student for up to two calendar weeks to allow the sending school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement between NEC and the sending school district, termination of enrollment may be delayed for longer than two calendar weeks.
Staff will be available at the request of the enrolling district to attend the emergency Team meeting with the parents, the public school representatives, and any other agencies responsible to the student.

If a student has been hospitalized due to an emergency situation, a re-entry after hospitalization meeting may be scheduled. The Team may determine an emergency termination is required.

Bullying Prevention Policy (2024)

I. LEADERSHIP

Priority Statements
Northshore Education Consortium (NEC") expects that all members of the Collaborative and school community will treat each other in a civil manner and with respect for differences.

NEC is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our 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.

NEC understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. NEC 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.

NEC will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school programs, on school grounds, at school-related activities, or that impact students at school. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and NEC is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. Each Principal or Program Director is responsible for the implementation and oversight of the Plan in their respective programs, with support from the Executive Director and the Senior Management Team.

Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed with various stakeholders and constituencies. This involvement will include NEC Collaborative administrators, faculty and staff, students, parents, and guardians.

Assessing needs and resources. Program Directors, with input from faculty and families, will continually assess the adequacies of current programs, policies, and procedures. Areas and resources assessed will include:

- review of current policies and procedures;
- review available data on bullying and behavioral incidents;

• assessment of available resources including curricula, training programs, and behavioral health services;
• reading of current and relevant articles and research on best methodology to prevent and intervene to address bullying and cyberbullying;
• research and review of 'field-tested' and research-based anti-bullying curricula and instructional guides;

• development of a resource bank of relevant materials for both parents and students;
• review of the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
• conduct assessments of initial and periodic needs, by surveying students, faculty, staff, parents, and guardians on school climate and program safety needs.

Planning and oversight. Program Directors, will be responsible for the following under the Plan:
• receiving reports on bullying;
• collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
• creating a process for recording and tracking incident reports, and for accessing information related to alleged targets and perpetrators;
• implementing the ongoing professional development that is required by the law;
• identifying supports that respond to the needs of alleged targets and perpetrators;
• choosing and implementing the curricula that the program will use;
• developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
• amending student and staff handbooks and codes of conduct;
• leading the parent or family engagement efforts and drafting parent information materials; and
• participating in reviewing and updating the Plan biennially.

II. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:
(i) 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; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an

investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

In order to ensure a common understanding of language to be used and understood by all stakeholders, the following definitions are provided as copied directly from M.G.L. c. 71, § 37O.

Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Perpetrator is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

Cyberbullying,is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IV. RELATIONSHIP TO OTHER LAWS

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

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

V. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan

The annual orientation for all teaching staff, which occurs before the opening of school each year, will include training on the staff duties related to the compliance with M.G.L. c. 71, § 37O. In addition, the training will include the procedures for reporting an incident of bullying or retaliation, and an overview of the bullying prevention curriculum. Staff members hired after the beginning of the year will participate in an individual training within the first twelve weeks of employment.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development for the Collaborative will be informed by research and will include information on:

(i) developmentally (or age-) appropriate strategies to prevent bullying;
(ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) information regarding the complex interaction and power differential that can take place between and among an perpetrator, target, and witnesses to the bullying;
(iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) information on the incidence and nature of cyberbullying; and

(vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Because all students in NEC programs are either at risk or have been identified as eligible for special education, particular attention will be paid to the relationship between the specific risk factors and/or disabilities of students and the potential for a student to be a target or an perpetrator. Ongoing professional development will be provided by a combination of consultation from known experts, attendance at targeted workshops, and staff led trainings at faculty meetings.

C. Written notice to staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

VI. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources

All NEC programs have clinically trained counseling staff included in the faculty of the programs. These staff are licensed clinical social workers or school adjustment counselor, with a specialty in supporting students with the risk profile or disability profile associated with the program. These clinical staff members serve as the individual counselors for students and as consultants to teaching staff regarding the behavioral and emotional needs of the students. They are separate from the administrators of each program and would be the first responders for clinical intervention in the case of a bullying incident. Their role would be to better understand the causes of the behavior and to work with all students – targets, perpetrators, and bystanders – to help them understand and change their behaviors. If further assistance beyond the in-school support is needed, the clinical staff will access existing outside resources and notify the liaison from the students Local Educational Agency (LEA) about the potential need for more support.

B. Counseling and Other Services

All students in NEC special education programs are closely monitored by liaisons identified by the LEA. In addition, as part of the design of each NEC program, a staff person is designated to coordinate services with outside providers and to maintain ongoing communication with parents. In the event of a bullying incident, the liaison from the LEA will be informed and asked to identify community-based resources, if necessary, to support the student. As part of the ongoing case management for all students, parents and outside providers are informed regularly of student progress and needs. Any needs related to a bullying incident will be included in this ongoing communication so that outside resources already in place can provide appropriate and timely support.

NEC staff will cooperate fully with LEAs in implementing the LEA plan regarding identifying existing or needed resources. If culturally or linguistically appropriate resources are required, NEC will support the LEA in implementing access to those resources. In addition, NEC will help the LEA, when appropriate, in identifying service providers who assist schools in supporting students who have been targets or perpetrators.

C. Students with Disabilities

Most students in NEC programs have been identified by their LEAs as eligible for special education services. For all students in NEC Programs with IEPs, in accordance with M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the Team determines that 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 or her disability, the Team will consider what should be included in the IEP to develop a student's skills and proficiencies to avoid and respond to bullying, harassment and teasing.

D. Referral to Outside Services

The NEC Collaborative will work with each LEA to follow the identified referral protocol for that district, in accordance with the guidelines of the LEA anti-bullying plan. The referral process will comply with relevant laws and policies. In order to support LEAs in evaluating their referral protocols, Program Directors will ask the liaison for the LEA annually about whether NEC's role in the process of referring a student for additional services is effective.

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches

Bullying prevention curricula will be informed by current research, which among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to report to a staff member when they or the target of bullying or when they witness incidents of bullying;
- helping students understand the dynamics of bullying;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing student skills for engaging in healthy relationships and respectful communication; and

- engaging students in a safe supportive environment that is respectful of diversity

Students will also be taught about the procedures related to reporting bullying. The plan will be included in the Student Handbook and will be reviewed with all students within the first week of school or enrollment in the program.

B. General teaching approaches that support bullying prevention efforts
The following approached underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students who are homeless, lesbian, gay, bisexual, transgender and/or have specific disabilities;
- using appropriate and positive responses and reinforcements, even when students require discipline;
- using appropriate and positive behavioral support systems;
- developing positive relationships between the students and adults in the program;
- modeling, teaching and rewarding pro-social behaviors;
- using positive approaches to supporting a healthy school climate and the individual social and emotional health of each student, including collaborative problem-solving, mediation and conflict resolution skills, and positive behavioral supports;
- using the internet safely; and
- supporting students' interest and participation in appropriate non-academic and extra-curricular activities.

VIII. REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. An NEC staff member is required to report immediately to the Program Director or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Collaborative staff members, may be made anonymously. NEC will make a variety of reporting resources available to the school community including an anonymous electronic option.

Use of an Incident Reporting Form is not required as a condition of making a report. NEC will: 1) take all reported incidents whether verbal or written and will record information necessary to document the information as reported; 2) will provide information on how to report incidents in the handbook, as well as post on the website; and 3) the Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Executive Director will provide the Collaborative programs, including administrators, staff, students, and parents or

guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Program Director or designee, will be incorporated in student and staff handbooks, on the NEC Collaborative website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

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

2. Reporting by Students, Parents or Guardians, and Others

NEC expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Program Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged perpetrator 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 Director or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Program Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the perpetrator’s schedule and access to the target. The Program Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Program Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians**.** Upon determining that bullying or retaliation has occurred, the Program Director or designee will promptly notify the parents or guardians of the target and the perpetrator of this, and of the procedures for responding to it. There may be circumstances in which the Program Director or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00 and 603 CMR 23.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Program Director or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

   The Program Director or designee will notify the administrator (principal, headmaster) of the school in which the NEC Collaborative program is housed. The Program Director or designee will notify the student's LEA that a student from the district has been involved in an incident of bullying or retaliation.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Executive Director or Program Director has a reasonable basis to believe that criminal charges may be pursued against the perpetrator, the Executive Director 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 Executive Director 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 perpetrator.

   In making this determination, the Executive Director will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and the Executive Director or designee.

C. Investigation. The Program Director 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 Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Program Director or designee (or whoever is conducting the investigation) will remind the alleged perpetrator, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Procedures for investigating reports of bullying and retaliation will be consistent with program policies and procedures for investigations.

D. Determinations. The Program Director or designee, will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Program Director 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 Director or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Program Director or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's and/or perpetrator's parents or guardians, to assess the level of need for additional social skills development.

The Program Director or designee will promptly notify the parents or guardians of the target and the perpetrator 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 Director 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.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the Program Director or designee determining that bullying or retaliation has occurred, the law requires that the Collaborative use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Program Director or designee may consider include:

- offering individualized skill-building sessions based on the program's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Program Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Program Director 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 consistent with the Plan and with the NEC program's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

3. Promoting Safety for the Target and Others

The Program Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Program Director or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Program Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Program Director or designee will work with appropriate school and/or Collaborative's program staff to implement them immediately.

IX. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The NEC Collaborative will work closely with LEAs to ensure that parents are informed and invited to all district activities related to helping parents understand and respond to bullying. These district-based programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar local organizations. In addition, at the annual "Back to School" evening in each NEC program, parents will be informed of the approach, curriculum and expectations for students regarding pro-social and anti-bullying behavior for that program.

B. Notification requirements.

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

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report:_____

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

2. Check whether you are the:

□ **Target of the behavior** □ **Reporter (not the target)**

3. Check whether you are a:

□ **Student** □ **Staff member (specify role)** _____

□ **Parent** □ **Administrator** □ **Other (specify)** _____

Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

5. If staff member, state your school or work site:_____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Perpetrator (Person who engaged in the behavior)**:** _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ □ Student □ Staff □ Other _____

Name: _____ □ Student □ Staff □ Other _____

Name: _____ □ Student □ Staff □ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). (Please use additional paper and attach to this document as needed)

9. Signature of Person Filing this Report: _____Date: _____
(Note: Reports may be filed anonymously.)

10. Form Given to:_____

Position: _____Date: _____

Signature: _____ Date Received: _____

FOR ADMINISTRATIVE USE ONLY

INVESTIGATION

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

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

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

Interviews:

☐ **Interviewed perpetrator** **Name:** _____ **Date:** _____

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

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

Name: _____**Date:** _____

Any prior documented Incidents by the perpetrator? ☐ Yes ☐ No

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

Any previous incidents with findings of BULLYING, RETALIATION? □ Yes □ No

Summary of Investigation:
(Please use additional paper and attach to this document as needed)

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ **YES** ☐ **NO**

☐ **Bullying** **Incident documented as** _____

☐ **Retaliation** **Discipline referral only**_____

2. Contacted:

☐ **Target's parent/guardian** **Date:** _____ ☐ **Perpetrator's parent/guardian** **Date:** _____

☐ **Director of Student Services** **Date:** _____☐ **Law Enforcement** **Date:** _____

3. Action Taken:

☐ **Loss of Privileges** ☐ **Detention** ☐ **Suspension** ☐ **Other** _____

Describe Safety Planning: _____

Follow-up with Target scheduled for _____**Initial and date when completed:** _____

Follow-up with Perpetrator scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Executive Director on date _____

Report forwarded to liaison from LEA on date _____

Signature and Title: _____ **Date:** _____
Program Director / Designee

Other Policies

In-Service Training

DESE Criterion 12.2
603 CMR 28.09(7)(f)
603 CMR 18.05(11(h)

NEC provides on-going In-Service training and professional development opportunities for its staff. Orientation programs are held each year. In-Service training includes instruction in the policies and procedures of the program as covered in the Policies and Procedures Manuals and Health Care Manuals. The training is consistent with all state and federal policies and procedures and supports safety and learning, addressing the unique needs of the NEC's student populations.

Principals work with the Executive Director in implementing training as outlined in the In-Service Training Plan. In-Service training includes and is not limited to:

- Child Abuse Reporting
- CPR & First Aid training
- Medication Administration and Emergency First Aid Procedures
- Emergency/Evacuation Procedures and Runaway Student
- Transportation Safety
- Student Records
- Behavior Management, Suspension and Emergency Termination
- Physical Restraint
- Curriculum Alignment
- Inclusion of Students in MCAS Testing and/or Alternative Assessment
- Civil Rights

<u>New Staff</u>
Program Principals are responsible for reviewing Staff Orientation subject matter with staff hired after orientation cycle and assuring that these staff have the opportunity to participate in required training in a timely manner.

<u>Interns and Volunteers</u>
Program Principals are responsible for reviewing staff orientation subject matter with interns and volunteers.

Interns and volunteers work under the direct supervision of staff who have been trained in all required areas. No intern or volunteer should be alone with students or have the sole responsibility of supervising students.

<u>Other Professional Development Opportunities</u>

In addition to required training, NEC provides many opportunities for Professional Development, both on-site and by supporting employees in attending outside courses or workshops.

Parent Involvement

DESE Criterion 15.1
603 CMR 18.05(4)(a)

The participation of parents/guardians in a student's academic environment is imperative to the student having a successful experience. NEC programs view parents and other family members as full partners in students' education.

In addition to involvement in the IEP process, NEC teachers, case managers, counselors and social workers maintain regular communication with parents. All programs hold at least one "parent open house" in addition to other parent education and family-centered activities.

On a Consortium-wide level, the Family Center offers a lending library with a wide range of resources for parents, as well as a variety of support groups and parent-education opportunities.

Individual Schools that are large enough have their own PTO groups, and the Consortium as a Parent Advisory Council that meets regularly with the Executive Director.

Change Of Legal Status

DESE Criterion 15.4
603 CMR 18.05(4)(b)

If there is a change in the legal status or guardianship of a student, staff will:

- Request and obtain a copy of official court documents.
- Enter official court documents into the Student Record, including restraining orders or other legal judgments.
- Notify the appropriate staff involved in the care and education of the student.

Contact with non-custodial parents:

- In the event that a non-custodial individual attempts to violate a court order and attempts access to a student, the Program Principal is to be notified immediately.
- In the event that a non-custodial individual refuses to leave school property, local law enforcement authorities are to be notified immediately.
- Following any such event, a written report will be forwarded to the Executive Director within 24 hours.

Parent Consent And Required Notification

DESE Criterion 15.5
603 CMR 28.07(1)(b) & (c)

Upon admission, and annually thereafter, each NEC program will work with the LEA to obtain the following consents from parents:

- Emergency Medical
- Medication Administration (when applicable)

When applicable, the program will work with the LEA to obtain consents to Conduct Research, Experimentation, Fundraising, Publicity and Observation.

The Program will provide proper notification to parents concerning curriculum that primarily involves human education or human sexuality issues. Parents or guardians will be afforded the flexibility to exempt their children from any portion of said curriculum through written notification to the school principal. No child so exempted shall be penalized by reason of such exemption.

When the participation or consent of the parent is required and the parent fails or refuses to participate, NEC, in conjunction with the LEA, shall make and document multiple efforts to contact the parent. Such efforts may include:

- Letters
- Written notices sent by certified mail
- Electronic mail (e-mail)
- Telephone calls or TTY communications to the home
- Home visits at such time as the parent is likely to be home.
- Efforts may include seeking assistance from a community service agency to secure parental participation. NEC and the LEA shall ensure that its efforts to involve the parent and gain parental consent meet a reasonable measured standard. All efforts attempted are to be documented in the student's record

It is the responsibility of the LEA to determine if the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, and has the authority to seek resolution of the dispute through the procedures provided in Options for Dispute Resolution (Section 28.08) of Special Education regulations.

Policy and Procedure for Interns and Volunteers at NEC

All interns and volunteers at NEC must work under the direct supervision of staff who have been trained in all NEC policies and procedures.

It is the responsibility of the Principal or Program Director to assure that all interns and volunteers receive an appropriate orientation before working with students.

All adult interns and volunteers, including parent volunteers, must complete a CORI before working with students.

University students completing an observation, or school-age volunteers under the age of 18, may never be alone with students and must be closely supervised by a staff member at all times.

Research, Experimentation, Fund Raising, Publicity & Observation

DESE Criterion 3.1
603 CMR 18.05(8)

No research or experimentation will be conducted in any NEC program without the express signed approval of the Executive Director and the written consent of the parents of any student who may in any way be involved.

No student or family name, photographs, or videotapes, will be used for fund raising, publicity, or any other purposes without the written consent of the parent.

For students 14 years or order, their consent shall also be obtained unless the program has written documentation that the student is not capable of such a decision.

No person shall, without the written specific consent of the affected student's parents, be allowed to observe any student in the school by persons other than:

- Parents of current or prospective students.
- Paid staff of the school.
- Volunteers and student interns working in the school.
- Authorized staff of the public schools responsible for students in the school.
- Authorized staff of DESE or authorized state or federal monitoring personnel.

A written copy of the program's notification to parents and the parent's consent, if granted, shall be maintained in the student record and a copy will be sent to the school district responsible for the student.

Consent is not required for observation or data collection used to evaluate or document the services provided by the program when such observation or data collection is conducted by staff from the school, the Department, the public school, the parents or authorized state or federal monitoring personnel.

Complaints And Grievances Involving Education And Care

18.05(1)(b)(16)

Parents and students are encouraged to communicate any concerns or questions they may have about the student's education and care with the staff of the program in which the student is enrolled. They are welcome to communicate their concerns through the use of emails, telephone calls, site visits and meetings. They are free to express their concerns at any time to many different staff such as classroom teachers, clinical staff, support service staff, Program Principals/Directors, as well as the Executive Director. In the event that they do not feel their concerns are being addressed adequately, they are encouraged to use the following Complaint Registration process:

Request in writing a conference with the Program Principal to make their concerns known.

Within one week following the conference, the Program Principal will follow-up with a response to the student or parents concerns in writing, including any reasons for the decision made. If the

decision supports the student or parents concerns, the Program Principal will promptly put the decision into effect.

The Program Principal will notify and keep the Executive Director informed of the complaint throughout the process.

In the event that the student or parent should disagree with any part of the decision made by the Program Principal, they may in writing appeal the decision to and request a meeting with the Executive Director. The Executive Director will follow-up with a response to the student or parents concerns in writing, including any reasons for the decision made. If the decision supports the student or parents concerns, the Program Principal will promptly put the decision into effect.

If a student or parent is still unsatisfied with the decision, it is recommended that they then contact the Director of Special Education of their sending district and express their concerns in writing.

In the event of an unsatisfactory resolution, the Executive Director will also contact the Director of Special Education of the sending district and inform him/her of the impasse with the student or parent. The Executive Director will work with the Director of Special Education to satisfactorily address the concerns in the best interest of the student.

Nothing in this policy is to prevent a parent from exercising his/her right under the Options for Dispute Resolution (Section 28.08) of Massachusetts Special Education regulations.

Transportation Policy

Transportation to and From School

School Districts transport students to and from school at NEC programs. The following rules apply:

4. Students are required to take the transportation provided by their local school department, unless other arrangements have been agreed to by a student's family and team.
5. Transportation is to and from the student's home address and the school unless other arrangements have been made and agreed to by the local school department and the transportation vendor.
6. If a student will not be using district-provided transportation for any reason, the student's parent/guardian needs to inform the district and the program.
7. Students are not permitted to change or alter plans for transportation (i.e., walking home, transporting with someone other than the provided transportation vehicle, etc.) without express consent from the student's parent/guardian.
8. Any deviation from approved transportation requires prior arrangement by the parent/guardian, the sending school's special education department, and the transportation provider.
9. Students abusing transportation in any manner will receive consequences from NEC staff as appropriate, and parents or guardians will be notified.
10. For RHS students without IEP-specified transportation, guardians may authorize alternative arrangements if district transportation is unavailable.

Transportation in NEC Vehicles for Community Activities

NEC maintains a fleet of vehicles that meet a high standard for safety. NEC vehicles are an essential component of our community-based programming and are driven by NEC staff to transport students throughout the community for pre-vocational activities or other activities designed to foster independence, develop skills for independent living, enhance social-emotional development, or supplement the curriculum.

Staff who drive NEC vehicles with students must be endorsed annually and meet a high standard. Certain positions may require such endorsement. Endorsement may be eligible for stipends as per CBA.

In order to be endorsed, staff must:

1. Be a current employee in good standing.
2. Submit CORI and SAFIS check as required for all employees.
3. Possess a valid driver's license and at least 3 years experience driving a passenger vehicle.
4. Provide a MA Driving Record from the MA RMV and/or other state if recently relocated.
5. Provide an NEC Driver Medical Endorsement signed by a physician.
6. Participate in annual NEC Driver Endorsement Training and agree to follow all policies, procedures, and safety protocols for utilizing an NEC Vehicle.

NOTE: NEC will not endorse any employee who has a suspended or revoked license, has had a DUI or more than 3 speeding or other motor vehicle violations in the past five years,

Student Drivers and Private Car Use

1. Students with valid drivers licenses may drive themselves to school with the permission of their guardian and Program Director., as long as they comply with all relevant school policies.
2. In general, employees are prohibited from using their own vehicles to transport students.
    a. On rare occasions, NEC staff may need to drive a student home. If this is an emergency situation and an NEC vehicle and endorsed driver are not available, the Program Director and/or Executive Director may give verbal consent for a staff member to transport the student in his/her own vehicle with the consent of the student's guardian.
3. There are a small number of employees in the Transition Programs, Connections Program, or Vision/Mobility Services who may need to drive students in their personal vehicles for regularly scheduled program activities, such as mobility practice in the community and/or community internship placements. They must follow the guidelines for all approved drivers, and provide an additional waiver attesting to the fact that their personal vehicle meets safety standards and that they understand their liability.

Service Animals and Animal Assisted Therapy

Service Animals

Northshore Education Consortium (NEC) acknowledges its responsibility, within certain limitations, to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Title II of the Americans with Disabilities Act and its implementing regulations found at 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Executive Director and must contain required documentation of vaccinations. This written request must be delivered to the Executive Director's Office at least 10 business days prior to bringing the service animal to school or to a school function.

2. Only a dog or a miniature horse may qualify as a service animal pursuant to Title II of the ADA. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal".

3. Owners of a service animal must provide annual proof that the animal is up to date on all of its required vaccinations as determined by the animal's veterinarian, or, if such proof is not available, then as determined by the school district's veterinarian of choice. In order to provide the required proof, the animal's veterinarian must certify in writing, signed by him/her, that all vaccinations are current[1].

4. All service animals must be spayed or neutered.[2]

5. All service animals must be treated for, and kept free of, fleas and ticks[3].

6. All service animals must be kept clean and groomed to avoid shedding and dander.[4]

7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. The student's parent or legal guardian will be required to sign a waiver of liability prior to the service animal coming to the school or to the school sponsor's activity.

8. The animal must be "required" by the individual with a disability.
   The animal must be "individually trained" to do work or a task for the individual with a disability. The task performed by the service animal must address one of the following needs for the disabled individual: physical, sensory, psychiatric, intellectual and other mental disability.

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[1] If the service animal does not meet this requirement at any time, the service animal may be removed by NEC. All costs associated with such removal and boarding, if necessary, will be borne by the owner of the service animal. The service animal will not be permitted to return to school property or any school activity until all costs associated with its removal have been paid.

[2] See Footnote # 1.

[3] See Footnote # 1.

[4] See Footnote # 1.

9. For students on an IEP or 504 plan, if a request is made to allow the student to have a service animal at school or at a school-sponsored function, the IEP or 504 Team will consider the request, and whether it can provide services and/or accommodations that would serve the stated purpose of the service animal. If the Team determines that it can and proposes alternative accommodations and/or services, then the request to allow a service animal may be denied. This determination will be made on a case by case basis.

10. NEC is responsible for providing a safe learning environment for students, teacher and staff. If the presence of a service animal poses a health or safety risk to another member of the NEC community, as documented by a physician, NEC will weigh the needs of all parties and will put forth a plan to provide reasonable accommodations. This scenario is most likely to be raised in the context of a severe, life threatening allergies. NEC will assess each situation on a case by case basis and may exclude the service animal if the animal's presence poses a threat to the health, safety and well-being of anyone who will potentially come in contact with the service animal.

11. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in collaborative buildings, in classroom, or at school functions, will be handled on a case-by-case basis, considering:

    a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
    b. Whether the handler has sufficient control of the miniature horse.
    c. Whether the miniature horse is housebroken.
    d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

12. Removal of a Service Animal: An administrator may ask an individual with a disability or his parents to remove a service animal from a collaborative building, a classroom, or from a NEC function if any one of the following circumstances occurs:

    a. The animal is out of control and the animal's handler does not take effective action to control it.
    b. The animal is not housebroken.
    c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.

13. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

14. NEC is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.

    a. NEC is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
    b. NEC with service animals are expected to care and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the program administrator.

Animal Assisted Therapy

Although “therapy animals” are not legally defined or protected, NEC recognizes the many benefits of animal assisted therapy in helping children with disabilities build self-esteem, reduce anxiety, and develop self-regulation.

NEC will allow Therapy Animals in our school programs under the following conditions:

1. The animal must be certified by a recognized organization such as Therapy Dog International.
2. The animal must be owned by an employee or volunteer who takes full responsibility for the care of that animal. This includes walking, feeding, or any expenses related to care of the animal.
3. The owner of the animal must provide annual proof that the animal is up to date on all of its required vaccinations and certifications.
4. All animals must be treated for, and kept free of, fleas and ticks[5].
5. All animals must be kept clean and groomed to avoid shedding and dander.[6]

6. Owners of animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
7. NEC is not liable for any harm to the animal while on NEC premises.
8. The animal will not interact directly with any students unless the parent/guardian has provided written permission.
9. If the presence of the therapy animal poses a health or safety risk to another member of the NEC community, as documented by a physician, most likely to be raised in the context of a severe, life threatening allergies, NEC may need to discontinue the animal assisted therapy in that location.

[5] See Footnote # 1.
[6] See Footnote # 1.

Security Camera Policy (2024)

Northshore Education Consortium utilizes security cameras in certain buildings and school vans/buses as one part of a comprehensive plan for the safety and security of students and staff. Security cameras may be used in locations and vehicles as deemed appropriate by the Executive Director in consultation with Program Directors, Board Members, and local law enforcement. All cameras are visible and may not be used in any area where there is a reasonable expectation of privacy (i.e. bathrooms or locker rooms).

NEC shall notify students and staff through student and employee handbooks and appropriate signage that security cameras, or in the case of buses, audio/video equipment, have been installed and may be used at any time. Security camera footage, and in the case of school buses, audio recordings, may be used to assist in the resolution of a complaint or conflict involving students and/or staff.

The Executive Director shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording, and in the case of buses, audio and video recording, used for security purposes in school district buildings, and/or on school property, or on school buses, shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Executive Director/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the Executive Director.

A review of video/audio recordings will comply with all applicable state and federal laws and with School Committee policy. Requests for the review of video/audio records that are not considered educational records will be reviewed by and granted within the discretion of the Superintendent, consistent with state and federal law.

All requests for review of video/audio recordings that are considered educational records will be treated as follows:

- Video/audio recordings are stored in the short term. All viewing and listening requests must be submitted in writing (requestor's name, name of the student, date of incident, reason for the request) to the Executive Director within five (5) school days of the date of the recording. This timeframe could be waived at the discretion of the Executive Director;
- Requests for viewing and listening will be limited to those parents/guardians and students with a direct interest in the proceedings and only the portion of the video/audio record concerning the related specific incident will be made available for viewing;
- Approval/denial for viewing will be made within five (5) school days of receipt of the request and so communicated to the requesting individual by the Executive Director or his/her designee;
- All viewing will include the building principal or his/her designee, and will take place in the school's administrative offices;
- A written log including the date of viewing, reasons for viewing, the date the recording was made, and signature of the viewer, will be maintained of any persons viewing video/audio records;
- Video records will remain the property of NEC and may be reproduced only in accordance with the law, including applicable policy and regulations.

The Executive Director may, from time to time, issue further guidance that is consistent with current laws and this policy.

Substance Use Prevention Policy (2019)

Maintaining a safe and supportive learning environment is a critical priority for the Northshore Education Consortium. Families are essential partners in efforts to prevent substance abuse. This policy mandates education for staff, parents and students about substance use and abuse, about prevention and early intervention strategies and it addresses discipline and enforcement, all parts of this effort.

Staff
All staff will receive training in policies and procedures, as well as the basic protocols for prevention, intervention, and follow-up. Appropriate staff in middle and high school programs, as well as those responsible for substance use prevention curricula in elementary schools, will receive more in-depth training.
School counseling staff in all programs will have access to appropriate information on community supports, programs, and resources. Northshore Recovery High School staff will be available to consult with counseling staff in other programs.

Students and Families:
The objectives of student and family education, as stated below, are rooted in the Consortium' belief that prevention requires education, and that the most important aspect of the policies and guidelines of the Consortium should be the education of children, youth, and families on healthy decision-making:

To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.

To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.

To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

Substance-Abuse Prevention Curriculum
The Executive Director shall ensure that the consortium implements and maintains currency in evidence based, developmentally appropriate, and culturally competent prevention curriculum for students in grades 5-12.
Screening
The Northshore Education Collaborative shall implement the verbal drug abuse screening as required by law and regulation. The Consortium shall develop and annually publish its procedures for screening, including letters to parents and students that explain student' and parents' rights relative to screening and the screening process. These procedures will be posted to the Consortium web site.
Clinical Intervention and Discipline
Clinical staff shall work closely with students who are identified as being at risk.
Northshore Education Consortium is a safe and drug-free environment. Possession of alcohol, drugs, or drug paraphernalia on school property and/or coming to school or any school events under the influence of drugs or alcohol are clear violations of school discipline codes and will not be tolerated.
Student discipline shall be administered appropriately with both the code of student conduct and the objectives of the program being considered.
Dissemination
This policy shall be posted on the District's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the Consortium shall file a copy of this

policy with DESE in accordance with law in a manner requested by DESE. This policy will be subject to periodic review every (3) three years, or earlier, when appropriate.

LEGAL REF: M.G.L. 71:1 ;71:96

Wellness Policy (2019)

Introduction

NEC is committed to the optimal development of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity are strongly correlated with positive student outcomes.

Wellness Leadership and Staff Training

The Executive Director will be responsible for the implementation of this policy and will work in collaboration with School Nutrition Program Coordinator, Principals, and Nursing Supervisor to assure compliance.

All staff involved in coordinating the school nutrition program, including the school nutrition manager and/or other staff involved in serving food will meet or exceed annual continuing education/training requirements, including food service management certification and state approved allergy training

Guidelines for Foods and Beverages

School Meals
NEC is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Most programs within NEC participate in USDA child nutrition programs, including the National School Lunch and Breakfast Programs. All schools within NEC are committed to offering school meals that:
Are accessible to all students;
Are appealing and attractive to children;
Are served in clean and pleasant settings;
Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
Promote healthy food and beverage choices

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. NEC will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages
NEC is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

These standards will apply to celebrations, awards, and fundraising activities.

Nutrition Promotion
NEC will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Physical Activity
All students at NEC will participate in physical activity as is appropriate for their age, developmental level, and level of physical ability. This will take place through PE classes, classroom activities, structured recess, electives and enrichment activities, and/or physical therapy.

Nutrition Education
NEC will teach, model, encourage and support healthy eating by all students. Schools will provide developmentally appropriate nutrition education.

Triennial Assessment and Public Involvement
At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy. The policy will be updated and amended as appropriate, and at least every three years.

The policy will be available on the school website and referenced in Student and Parent Handbooks, which are culturally and linguistically appropriate and translated when necessary.

Capital Spending Policy

In accordance with DESE 603 CMR 50.07 NEC maintains a capital reserve account to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan.

Funds in the capital reserve account may be used only for the project or purpose for which the account was established in keeping with the capital budget and capital plan.

On an annual basis, the Board will vote on the amount of surplus, if any, to be deposited into the Capital Fund. The amount in the fund will be capped at $650, 000.

The Board must approve all withdrawals from this fund. Withdrawals can only be made for capital expenditures. Withdrawals from the fund will not require immediate offsetting deposits into the fund.

Emergency Procedures (2019)

DESE Criterion 3.1d & 12.2a 603 CMR 18.05(10)

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist, and staff, and students when appropriate, have been trained in carrying out the plans.

Responsibilities of Executive Director:

The Executive Director will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, gun violence, and/or natural disasters.
The Executive Director will develop, in consultation with school nurses, school principals, Director of Facilities, and local police, fire and emergency personnel, an Emergency Response Plan for each school or Collaborative Program. Each Plan shall include:

1. Clear communication systems, including communication to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.

2. A determination of EMS response times to all locations.

3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.

4. Assignment of personnel to specific tasks and responsibilities in emergency situations.

5. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.

6. Safety precautions to prevent injuries in classrooms and on the school campus.

7. A method of providing access to training for appropriate staff in CPR, first aid, and use of AEDs.

8. Clear evacuation routes, procedures, and rally points.

9. Clear procedures for lock-down situations.

The Executive Director shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Responsibilities of Building Principals:

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation. Prior to the start of each school year, the Building Principal must assure that

1. All staff members are trained to perform assigned tasks and are familiar with the basics of the emergency response system

2. All staff members are familiar with the use of the firefighting equipment in the facility.

3. All staff members are familiar with how to use alarm systems, walkie-talkies, intercoms, and/or other systems for the Alert and Communication steps of emergency response.

4. All staff members are familiar with evacuation procedures, routes, and rally points

5. All staff members are prepared to make special provisions for the evacuation of students with mobility impairments, cognitive impairments, and other special needs.

The Building Principal or designee will keep a written log of each evacuation drill and will review each evacuation drill to assess effectiveness and take any necessary corrective actions.

NEC PROTECT Act Policy

Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement
At Northshore Education Consortium, we recognize the importance of all students being known and valued, and promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

On August 5, 2026, Governor Maura Healey signed into law the PROTECT Act. It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows,

before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Executive Director shall immediately implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education and the

Department of Elementary and Secondary Education on August 21, 2026. The procedures will promote schools that are safe and accessible for students, staff and residents.

The procedures shall be implemented, wherever applicable, in alignment with Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and all other policies and procedures.

The procedures shall include:

1. Procedures for identifying and designating a senior administrator at the District central office to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;

2. Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;

3. Procedures for contacting the school district's attorney;

4. Procedures for contacting the senior administrator at the school and the District central office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

5. Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;

6. Procedures for notifying a student's parent(s) or guardian(s) or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;

7. Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;

8. Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and

9. A plan to share these procedures with students and families on the school district's website.

10. This policy and the accompanying procedures shall constitute the written emergency response plan required by the PROTECT Act.