



SOUTH SHORE HIGH SCHOOL

STUDENT HANDBOOK
2011-2012

Revised 8/11

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Dear Parents/Guardians and students:

On behalf of the entire South Shore High staff, we welcome you to a new school year at the South Shore Educational Collaborative. By working together we believe that we can make learning a fulfilling and positive experience for everyone involved.

This handbook is designed to introduce you to the values, mission and vision of the South Shore Educational Collaborative, and to help you become familiar with the philosophy and policies of South Shore High School.

South Shore High School provides a learning environment for academic growth, as well as for growth in becoming an adult who can be emotionally healthy and happy. At South Shore High we believe that all students want to learn and to be successful and that they do the best they can. At times emotional or learning style issues can make it difficult for students to be successful in a public school setting. It is necessary then to provide them with a more therapeutic setting in which to learn.

South Shore High School is committed to treating students with dignity, respect, care and compassion, while holding them accountable for their behavior and reinforcing pro-social behavior. We collaborate with students, parents/guardians, and educators to formulate an Individual Educational Plan that identifies lagging skills and provides supports to master these skills. Working together, school staff, parents/guardians and students develop an understanding of what motivates the student's behavior and leads to difficulties. The clinical component of South Shore High provides a forum for students to explore their decision making, to gain insight into their reactions, and to practice and develop more effective means to communicate and meet their needs.

Our school is committed to working with you and with your son/daughter in this process. Through active participation in this community, your son/daughter will learn the skills to transition successfully to their life after high school.

SOUTH SHORE EDUCATIONAL COLLABORATIVE

VALUES

Safety, Respect, Relationships, Growth

MISSION

The SSEC is responsive to the emerging needs of communities by providing innovative, fiscally sound, high quality educational programs and services for individuals with special needs.

VISION

The vision of SSEC is to continue to provide excellence in educational services with state of the art technology in a safe and respectful therapeutic environment.

Member Districts: Braintree, Cohasset, Hingham, Hull, Marshfield, Norwell, Quincy, Randolph, Scituate and Weymouth

SOUTH SHORE HIGH SCHOOL

STATEMENT OF PHILOSOPHY

The philosophy of South Shore High School is to provide a safe and respectful learning environment, where relationships between staff and students can be nurtured and developed and where students can learn new skills for continued growth.

This school is our community. The mission of our community is to facilitate an emotionally corrective school experience for students unable to thrive in more conventional educational settings. All members of our community accept common principles-- that every person has inherent value, that achievement emerges as skills are learned and mastered, and that productive relationships are built from mutual respect. All members of the community work towards a common goal -- creation of a safe learning environment nurtured and protected by those relationships.

SOUTH SHORE HIGH SCHOOL POLICIES

AGE OF MAJORITY

Pupils who are 18 years of age or older, may legally assume full responsibility for their actions as they apply to the Collaborative. All school documents must be countersigned by parent/guardian. Contact the program director for procedures to follow.

ANTI-DISCRIMINATION POLICY

The South Shore Educational Collaborative conducts its programs and operations in conformity with Title VI, Title IX, Chapter 622, Section 504 of the Rehabilitation Act of 1973, G.L. c.151C and the Americans with Disabilities Act. It is the policy of the Collaborative not to discriminate, and not to allow discrimination on the basis of sex, race, color, religion, national origin, sexual orientation and handicap/disability in any of its activities. This policy also ensures that students should be free from retaliatory and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations, including the proscription against sexual harassment, should immediately bring the complaint to the attention of the administration of the Collaborative who will conduct a prompt and thorough investigation into the charges. In the event that the charges are substantiated, the administration will take appropriate disciplinary action.

ATTENDANCE

Consistent attendance is required for effective academic progress. South Shore High has an active attendance outreach policy that includes phone calls to the home each morning that a student is absent, and intervention to explore the causes behind excessive absences. Unexcused absences will lower academic grades. For absences to be logged as excused a written note must be sent into school. A parent may excuse two illness related absences each term.

UNUSUAL CIRCUMSTANCES MAY BE GIVEN SPECIAL CONSIDERATION:

- 1. Illness of a student documented by a parent. (The school reserves the right to request medical backup and to consult with the physician.)**
- 2. Emergency medical or dental attention.**
- 3. Authorized religious holidays.**
- 4. Absences approved in advance with school program director**
- 5. Serious illness in the immediate family.**

The following are not excusable absences in accordance with attendance laws:

- 1. Truancy.**
- 2. Suspension.**
- 3. Missing the school bus.**

Students are expected to make up class work for any absences. The following chart indicates how unexcused absences affect a student's grade:

# of absences	Highest grade possible
3 absences	95%
6 absences	90 %
9 absences	85%
12 absences	80 %
15 absences	75%
18 absences	70 %
21 absences	65%
24 absences	60 %

TARDINESS

Students are expected to call in before 7:45 a.m. if they are going to be tardy. Students arriving to school after the conclusion of homeroom period report to the office to sign in.

DISMISSALS

Students should only be dismissed from school in an emergency. Dismissal is granted when a note stating the reason for the request, signed by the parent or guardian, is accepted by the office. Dismissal because of illness is handled by the school nurse. The school will make every attempt to contact parents to verify early dismissal notes. Only licensed drivers over the age of twenty-one may transport students. The exception to this that a SSHS student who is 18 may transport another SSHS student who is 18. Written permission from the parent is required if a student is to take transportation other than their regular.

LEAVING SCHOOL WITHOUT PERMISSION

Students need permission to leave school during the school day. Students who desire to leave school without permission need to be cleared by a therapist. A student who leaves school without permission will not be permitted to re-enter the school building and will be considered trespassing if they remain on school grounds. The school will call the parent, only after the student has left the

premises, to inform them of the circumstances. The student will not be permitted to take their regularly scheduled transportation at the end of the day due to safety concerns. If the student is under the care of DCF, involved with the courts, or left without checking in with a clinician the police will be called. Lastly, the student's LEA will be called to inform them of the elopement.

WITHDRAWING FROM SCHOOL

Any request or transfer to a new school or for withdrawal from the Collaborative requires a meeting with the program director, parent/ guardian and Local Educational Agency, and a new Individualized Educational Plan must be written.

RETURN TO SENDING SCHOOL

Decisions regarding readiness to return to a less restrictive school setting are made through a Team meeting. The Team will consider progress on the identified IEP goals and the supports available in the less restrictive setting. In order for the program to advocate a student's readiness to return to a less restrictive setting, the student must meet and maintain the following expectations for a semester:

- Demonstrate regular attendance
- Earn passing grades in all courses
- Problem solve conflicts in a responsible manner

BREAK

Students are offered a morning **BREAK** after their second period class. During this fifteen minute period students have access to the school's snack bar, to the recreation room, and to a quiet study room.

BULLYING and CYBERBULLYING PREVENTION

South Shore High School complies with the Massachusetts Bullying Prevention Law. Curriculum for students includes bullying identification and prevention, conflict resolution, and dating violence prevention, among other topics. Staff receives professional development training in bullying prevention and response. If a student witnesses or experiences bullying s/he can alert any staff member who will bring the concern to the behavior specialist for investigation. All relevant adults will be informed and a safety and comfort plan will be put in place for the target of the bullying. Bullying reports may remain anonymous and retaliation for bullying is not tolerated. Examples of bullying are extensive and may include:

- A pattern of harassment by mail, phone, or internet targeting a student
- Intentionally damaging a student's physical property

- Distributing false or private information about an individual (including sexting)
- Impersonating an individual on the internet and or through texting
- Repeatedly excluding or ignoring a peer

DIRECTORY INFORMATION

The school has the right to disclose the following directory information on current students: name, address and phone number. If a parent does not wish this information disclosed s/he must contact the school in writing within two weeks of receipt of this handbook.

DRESS AND APPEARANCE

Students are expected to be clean and appropriately dressed. The school has a written dress policy that is posted in school. Skirts may be no more than 2" above the knee, shorts must have at least a 3" inseam, tights must not be see through, cleavage must be covered, and no underwear is to be showing.

Students must not wear anything that interferes with the educational process or which is a danger to their health or safety. The following articles of clothing are considered a distraction to the educational process and should not be worn to school:

- Endorsements of alcohol or drugs
- Sexually suggestive material
- Violent material

DRUGS, ALCOHOL ABUSE, AND CONTROLLED SUBSTANCE POLICY

SMOKING

The use of tobacco products is prohibited within the school building, on school grounds, within sight of the school building, or during any school activity.

SUBSTANCE ABUSE POLICY

South Shore High School is not an appropriate educational setting for students who require substance abuse treatment. The program policy regarding substance abuse includes both guidelines for behavior and treatment for substance abuse. Depending on the needs of the current population, the treatment aspect of the program includes some or all of the following: informational groups regarding substance abuse, speakers to address the effects of substance abuse, requirement that an individual be actively engaged in treatment related to substance abuse issues outside of the school. If a

student's drug issues affect school performance parents will be contacted and the student may be required to leave the school building. If a student shows a pattern of suspected drug usage the parent may be expected to arrange for random drug testing.

POLICIES LIST

The following policies are written as clarification of the policies at South Shore High School:

- No students may exchange quantities of money over \$1.
- There will be searches conducted whenever the staff hear references to drug possession, intent to distribute, or when drug use is suspected.
- Students must request access to the bathrooms, which will remain locked. Bathroom access will be available before LSG, between classes, during break, and during lunch.
- Students will receive redirection when wearing any items that represent drug usage.
- Parents will be contacted if students are suspected of drug usage or intent to distribute drugs. Parents may be asked to remove the student from school and to take the student in for drug screening.
- If a student is found dealing drugs, charges will be pressed and the student will be expelled from South Shore High School.

1. POSSIBLE USER IN SCHOOL

Should a student's behavior in school be such that there is reason to be concerned for his/her well being, the student's name should be referred to the nurse. If the nurse feels the student should be removed from school, the student's parent/guardian is to be notified that the student is not well, a conference held with the parent/guardian and the student is taken home by the parent/guardian. If deemed appropriate, the nurse will suggest that students be seen by competent medical authorities. Parents may be expected to arrange for screening if there is a question of substance abuse and to submit evidence of this drug screening before the student returns to school.

2. USER IN SCHOOL

The parent/guardian of a student who uses harmful or potentially harmful drugs, alcohol, or controlled substances in school will be informed that a conference must be held immediately. A three to five day suspension will be invoked. It is also expected that the parent/guardian will have made efforts to determine the causes of and remedies for the problem. If parent/guardian has no evidence of having provided the student with assistance, either medical,

through family doctor, or through referral to mental health clinic or other agency, the school will request that a referral be made to an outside agency for an evaluation. A student who is in possession of drug paraphernalia, e.g., rolling papers and pipes, shall be considered a user in school. The same procedures outlined in the foregoing paragraph shall be employed for the student in possession of drug paraphernalia.

3. POSSIBLE POSSESSION

If the staff has reason to believe that a student may be in possession of harmful drugs, alcohol, or controlled substance, the student will be questioned by the Milieu Coordinator or the Behavior Specialist concerning this matter. If, after talking to the student and further investigation, the Behavior Specialist has reason to believe that the student is in possession of a harmful drug or controlled substance, the parent/guardian will be contacted for a conference.

4. POSSESSION

The parent/guardian of any student who has a controlled substance, alcohol, or harmful drug in his/her possession will be called to the school immediately for a conference and the proper contact person at the police department will be notified. The student will be suspended from school for five to ten days.

5. STUDENT SELLER OR DISTRIBUTOR IN SCHOOL

The call that a student is selling or distributing drugs is determined by either the quantity of a substance in the student's possession or by the action of selling or distributing. The parent/guardian of any student selling or distributing any form of harmful drugs, alcohol, and or controlled substance in school shall be called to the school immediately and informed at the time of the call that the police will be notified to report to the school during the time the parent/guardian and student are present. The student will receive a ten day suspension and an emergency Team meeting will be held.

The policies proposed here are designed to ensure abstinence for users and protection of the school population from sellers. We feel that no single answer fits all cases and that each case must be judged individually. However, as much as school personnel are concerned with the individual and his/her welfare, we also have as our responsibility the welfare of the entire student body. This must be a basic consideration in deciding each case.

FIELD TRIPS

South Shore High has regular field trips throughout the course of the year. The school believes that access to community resources is important while a student

is in high school. Participation in field trips is an option for all students who have been demonstrating expected behaviors at school. Behavior is expected to reflect favorably on the school at all times. Students are to dress appropriately for these trips. Students have access to the use of school cameras on field trips, but may not use personal cameras or cell phones for that purpose. Staff receives medication administration training annually and administers medications on field trips.

FIELD TRIP VEHICLES

The Collaborative's policy regarding the use of vehicles to transport students is restricted to vehicles approved by the Collaborative. The Collaborative requires drivers to possess a 7D license and vehicles to be 7D registered except in case of emergencies.

FIRE DRILLS

Fire drills, at regular intervals, are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly and orderly as possible. The teachers in each classroom will give the exact directions.

FOOD

Students are encouraged to bring lunch to school. Students have the option of purchasing food from the school snack bar, from lunches delivered through the school lunch program or through food made by our Culinary Arts class. Students may eat in classes as long as they are not distracting to others. Students are not allowed to bring in open containers of drinks or to have high energy drinks at school.

HARASSMENT

Harassment violates state and federal law and the policies of the South Shore Educational Collaborative. It can take many forms and is responded to, at a minimum, by conversations and consequences within the school. It may also lead to involvement in the criminal court system. Complaints of harassment should be brought to the attention of the Behavior Specialist immediately and will be investigated in accordance with the South Shore Educational Collaborative Harassment Policy. Harassment may take many forms and includes derogatory remarks and gestures based on a person's race, gender, sexual orientation, religion, or disability.

While it is not possible to list all circumstances that may constitute harassment, by way of example, the following lists some examples of conduct that constitutes **sexual harassment**:

- Unwelcome sexual advances, whether they involve physical contact or not.
- Sexual jokes, written or oral reference to sexual conduct, gossip regarding one's sex life, comments on an individual's body, and comments on an individual's sexual activity, deficiency or prowess.
- Displaying sexually suggestive objects, pictures or cartoons.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestions or comments.
- Inquiries into one's sexual experiences.
- Discussion of one's sexual activities.

POLICY OF HAZING

In accordance with Chapter 536 of the Acts of 1985--an act prohibiting the practice of hazing, whoever is an organizer or participant in the crime of hazing will be suspended from school by the Behavior Specialist for five (5) days. A hearing by the program director will be held to determine if sufficient facts warrant forwarding the case to the Police Department for prosecution. See attached complete copy of Chapter 536 of the Acts of 1985.

HEALTH

The school nurse will be in the health room each day. Students who are ill during the day should report to the nurse in her office.

Accident reports are to be completed by the nurse, if she is present, by any school personnel at the scene of the accident, by the individual whom the accident is reported to, or by the one who administers first aid. Accident reports must be made out immediately, and submitted to the school nurse, the program director, and the Executive Director.

HOMEWORK POLICY

Homework is an expected part of all academic subjects and performance is reflected in final grades.

INTERNET

The use of the Internet is an opportunity made available to all SSHS students. The school has wireless access and each classroom has computers with broadband connection. It is expected that computers will be used for

educationally-related activity. With school permission student laptops may be used for educational purposes.

LSG

LSG stands for Learning Support Group, the name used for the school's homeroom period. LSG takes place for fifteen minutes before morning classes begin, and again for ten minutes after the final class period. In addition to attendance and morning announcements, students set goals for the day, and give and receive feedback on school performance.

MCAS

Tenth grade students are required to participate in MCAS testing. This testing may be taken with accommodations or through alternative assessment, (portfolio assessment including student work samples) as determined by the student's Educational TEAM. The curricula at SSHS follows the Curriculum Frameworks and teachers strive to help students feel prepared and to make the testing experience as painless as possible. Incentives are provided for students who complete the testing sessions.

MEDICAL POLICY

A school nurse is available to address medical concerns during the school day and to ensure that a student's parent or guardian is informed of any matters requiring attention. The school nurse makes the decision if a student is to be sent home for medical reasons.

All students must have a current physical (within the past 12 months) and up-to-date immunization records on file. Written parental permission is required to administer over the counter or prescription medications in school and a medication order must be completed by the prescribing doctor. Medications must be transported to school by a parent. At no time is a student permitted to carry medications, (with the exception of an inhaler or an epipen).

A School Health Manual is kept in the nurse's office with more detailed information on all medical policies.

PERSONAL BELONGINGS

Students are encouraged not to bring personal belongings of value to school. Students are responsible for their belongings and the school cannot take responsibility for their safekeeping. Students are not permitted to buy or trade items of significant value in school. Students should not carry more than \$20 on their person while in school.

CELLULAR PHONES

Students are allowed to have cellular phones in school, although the phones must be turned off and kept out of sight. The school believes that students need to learn the important transition skills of being able to have a cell phone on their person and not use it. The first time this policy is violated the staff will hold the cell phone for the day. The second time the policy is violated staff will hold the cell phone until a parent retrieves it. As with any personal belongings, students are not encouraged to bring cell phones to school and the school does not hold liability for loss or damage.

ELECTRONIC DEVICES

Devices such as an MP3 player or hand-held video device, etc. may be brought to school but may only be used during selected periods of the day with staff permission. If a student uses a smartphone as an MP3 player, a student is expected to follow the rules regarding cellular phones. The device must be kept out of sight and can only be used as an MP3 player during the day. If this policy is broken then it will be treated as a violation of the cellular phone policy and treated accordingly.

PERSONAL CONTACT

A primary concern for all staff and students is to work and learn in a safe environment. We discourage all personal contact, including friendly horseplay, to avoid any misunderstanding of intent. South Shore High School is not an appropriate setting for students with a history of assaultive/violent behavior.

PHYSICAL RESTRAINT

At SSEC, our mission is to provide a safe and respectful learning environment. School staff will use interventions that have the minimum impact on the student and will always attempt to de-escalate a student so that restraint can be avoided. School staff will utilize physical intervention only when a student is considered dangerous, i.e. if the student is going to harm himself/herself or another person. The complete policy is included in the Handbook Appendix, is made available to students and parents upon admission to the program, and a written acknowledgement is requested at that time.

POLICY MANUAL

A School Policy Manual is kept in the main office and is available for review. Parents are encouraged to bring questions regarding school policies to the

attention of the Program Director, to the Behavior Specialist and to School Advisory Council meetings.

REPORT CARDS

Report cards are issued four times per year, at the close of each marking term and midterm progress reports are distributed at the midpoint of each term. Copies are mailed to the home and the sending school system and a copy is sent home with the student. For students attending summer school a report card is issued at the close of the summer session.

SEARCH AND SEIZURE

Lockers and desks are property of the South Shore Educational Collaborative and may be searched at any time.

Searches and/or seizures involving the student's person or personal property may also be conducted in accordance with generally recognized legal principles. Circumstances which lead to reasonable suspicion to search include: possession of cigarette rolling papers, possession of a large amount of cash, previous involvement with drugs coupled with behavior indicative of drug usage as determined by staff, an anonymous tip that the student is in possession of a drug or weapon. Random searches may be conducted if staff feels they are warranted. Searches may include the use of a metal detecting wand and/or canine searches.

SNOW DAYS

In the event of inclement weather forcing schools to close at any time, an automated phone call will be made to each student's home number. Follow announcements concerning Weymouth Public Schools.

STUDENT OBLIGATIONS

Each student is responsible for the condition of all textbooks, materials, and equipment used. At the close of the school year, all text obligations, return of texts, or payment for damage or loss must be met. Obligations not met will be recorded on personal records until they are fulfilled.

STUDENT RECORDS

It is policy of the Collaborative to transfer school records to the new school setting when a student leaves the Collaborative. This school record includes current IEP, testing records, discipline records and medical records.

All student records are kept in a locked file cabinet. A Record Access Log is maintained to document professional staff access to student records.

If a parent wishes to amend the student's records, the following process is to be followed:

- 1-The parent makes a written request to amend the records.
- 2-A hearing is held to address the requested change.
- 3-The principal makes a ruling on the request.
- 4-The parent may appeal the finding to the School Superintendent.
- 5-The parent may appeal to the School Committee.

In compliance with D.E.S.E. regulations, if a noncustodial parent wishes to access student records, a written request and an attached probate court order reflecting the conditions of the agreement must be received by the principal. The custodial parent will be given a twenty-one day notice before records are released. The custodial parent may, in lieu of this procedure, sign a statement giving the noncustodial parent access to the student records.

SSHS will, on occasion, post student work. It is assumed that parents are in support of this practice unless the school is otherwise notified.

SUMMER SCHOOL

A summer school program is available to students whose TEAM determines the need for the structure of an extended year program to prevent regression. Summer school meets Monday through Thursday for a six-week term, (July and the first two weeks of August). It provides a balance of academic classes, elective courses, a study skills class and recreational field trips.

SUSPENSION

It is the belief of South Shore High School that students should be in school daily, and that suspension should only be enforced in situations where a student's behavior creates an unsafe school environment. Whenever possible South Shore High believes that natural consequences for behavior are the most effective. After investigation of the student's misconduct, the behavior specialist, in consultation with the program staff, will determine if the conduct warrants a suspension. The behavior specialist shall make a reasonable effort to telephone and inform the parent/guardian of the student's suspension, which shall include attempts to contact parents/guardians at home and at work. A parent may be expected to pick up the student from school. Within twenty-four

(24) hours the program director shall mail a notice to the parent/guardian of the suspended student. The notice shall contain:

- Description of the school regulation violated by the student
- Statement to the effective date and duration of the suspension
- Request that the parent/guardian attend a re-entry conference for a full review of the facts and reasons for the suspensions and a plan to assist the student in avoiding further infractions. This is required for any suspension greater than three days.

Police will be notified on incidents involving drugs, weapons, destruction of property, and physical assaults. Students may not come on school grounds or events during the period of suspension. Parents are encouraged to make arrangements to pick up academic assignments to be completed during the suspension period.

The Behavior Specialist on his/her own authority may give suspensions (in house or external) of five (5) days or less, for a total of ten (10) days, subject to the following Procedure for Suspension and Exclusion/Expulsion. (Please see Appendix A for the Checklist for Suspensions Beyond 10 Cumulative Days.)

Procedure for Suspension and Expulsion/Exclusion of Students

- a) TEAM determines if the student can/cannot meet regular discipline code and writes this into I.E.P.
- b) If suspension will result in exclusion of less than ten cumulative days in a given year and if the I.E.P. indicates that the students can meet the regular school discipline code, the special education administrator advises the administrator who is responsible for discipline, that the suspension is appropriate.
- c) When it is known that the suspension (s) of a special needs students will accumulate to ten days in a school year, a review of the I.E.P., as provided in Section 333 of Ch. 766 of the student's placement or program is held. At that time, the review TEAM will also determine whether the student's misconduct is related to the student's special needs.
- d) If the TEAM concludes that the student's misconduct is related to the student's handicapping condition, is the result of an inappropriate special education placement, or is the result of an I.E.P. that was not fully implemented, then the student may not suspended for more than ten cumulative days in the school year. The I.E.P. will be modified to reflect a new program designed to better meet the student's needs. Following

parental approval, the students will be placed immediately in the new program.

- e) If the TEAM concludes that the student's misconduct was not related to the student's handicapping condition, or the result of an inappropriate special education placement, and that the original I.E.P. was fully implemented, then a student may be suspended beyond the ten cumulative days. The school must:
 - 1) amend the I.E.P. to provide for the delivery of special education services to the student during the period of exclusion;
 - 2) secure the approval of the alternative plan by the Division of Special Education: original I.E.P. will be modified to reflect a long-term plan (including discipline code expectations) designed to assure the student's continued attendance in an educational program.
 - 3) present the current I.E.P. and amendment (the alternative plan) to the student's parent or guardian accompanied by written notice. The notice must be in English and in the primary language of the home, if different. If the parent/guardian does not request a hearing and the school obtains approval by the Division the student may be suspended for a stated and limited number of days during which time the alternative plan must be implemented.
- f. If the parent/guardian requests a hearing, the student must continue in the last agreed upon education placement, pending the hearing unless another placement is agreed to by the parties or a court order permits the school district to change the student's placement.
- g. The Collaborative does not advocate long-term suspensions of students. However, in case of danger, disruptions or safety-related behavior by a student, a TEAM meeting will be held, if pertinent, to discuss these factors.

TRANSPORTATION

The sending school system provides door to door transportation. Students are expected to demonstrate appropriate behavior on their transportation and may be subject to disciplinary measures imposed by the transportation company or by South Shore High School for any infractions. Students are considered the responsibility of South Shore High School from the time of pick up to the time of drop off. Concerns or changes in transportation should be made by contacting the sending school system.

USE OF TELEPHONE

Phone calls need to be made before or after school, or from a school phone during break. Emergency calls can be made at the office with consent of staff. Students will not be called to the office phone or allowed to make calls from the office except in case of an emergency.

VEHICLES

Extreme caution should prevail when driving on school property and in the vicinity of the school. Pedestrians and school buses have the right of way. All drivers must comply strictly with state motor vehicle laws at all times. Avoid unnecessary noise such as blowing horns and racing motors. Observe the speed limit of ten (10) miles per hour on school property.

Students must get prior consent from parents and school administration through signing a "permission to drive" contract. This will permit students to park on school grounds. Unauthorized vehicles will be towed at the owner's expense. Students must allow staff to hold their keys during the school day. Only students who are eighteen years old may drive another student. In this case the student they are driving must be eighteen and the school must receive written permission from the parent of the student being transported. Driving privileges may be revoked by school administration.

VISITORS

Because the school cannot be expected to provide full protection to people not attending the Collaborative, visitors to the school are not generally allowed. Exceptions to this rule are given on an individual basis by the program director the day before the planned visitation is to occur. All visitors must sign in at the main office. Individuals not adhering to this school policy will be liable for prosecution for trespassing as covered by law under Chapter 266, Section 120.

TRANSITION SERVICES

South Shore High School provides students with the services of a transition specialist and all students take classes addressing the skills needed for transition readiness. Students may receive vocational counseling including a vocational assessment, the opportunity to participate in paid in-school work study, assistance in securing community service positions or paid employment in the community, guidance in securing working papers and a driving license, and in accessing the services of the Mass Rehab Commission. Some students pursue online classes and/or classes at a local community college to prepare for their transition beyond high school. Students are able to discuss plans for after high school graduation, including exploring options for further education.

WEAPONS

Possession, use, sale or exchange of weapons on school property, during transportation to/ from school property, or during school-related events, is forbidden.

"Weapon" includes firearms, knives of any size, explosive devices, chains, or any object that may be considered or has the potential to be used as a weapon. A student who violates this policy will receive a minimum of a five-day external suspension. In certain circumstances, such as where a student has harmed another student, a Collaborative employee or other individual, or where there has been more than one infraction, the student may be subject to exclusion from the Collaborative, after compliance with the provision of G.L. Ch. 71B and the regulations there under. Students suspected of carrying or concealing a weapon will be asked to submit to a search. Refusing to comply will result in a five-day external suspension. Parents and police will be notified on all matters pertaining to weapons.

THE FEDERAL GUN FREE SCHOOL ACT

The Federal Gun-Free Schools Act took effect in October 1994. It requires each school district to expel from school for a period of not less than one year any student who is determined to have brought a firearm to school. An exception is made to permit the chief administering officer to modify the expulsion requirement on a case-by-case basis. The law does not preclude an expelled student from receiving educational services in an alternative setting. This exception does permit school districts, in cases where the special education student is determined to have brought a firearm into school, to place the student in an interim alternative educational setting, as determined by the evaluation team, for up to forty-five days.

The federal law requires school districts to report annually to the State Department of Education the number of students expelled from each school for possession of a firearm and to refer to the criminal justice or juvenile delinquency system any student who brings a firearm to school.

POSITIVE BEHAVIORAL SUPPORT SYSTEM

South Shore High is in the process of moving from a level and point-based system to a behavioral response that reflects a supportive, insight-oriented system. This system uses conversations between staff and students when a

behavioral concern arises, and natural consequences when they are needed. Incentives continue to be used to recognize and acknowledge personal growth.

In an attempt to examine the effectiveness of this new system, and to trouble shoot any concerns, a committee was recently formed made up of teachers, clinicians, paraprofessionals, and students. The task of this committee has been, and continues to be, to examine the new system based on skill building and natural consequences. This committee will continue to meet throughout the next school year to provide on-going, needed adjustments as necessary.

To understand the framework of the behavioral response system at South Shore High School, it is necessary to have a familiarity with both dialectical behavioral therapy (DBT) and collaborative problem solving (CPS).

In brief, DBT has a few basic tenets that are central to understanding the approach. DBT validates the experience of the person in distress, and acknowledges that the person is responding in the best way they know how. It validates the distress and helps the person examine their coping strategies and develop more effective coping strategies. DBT helps the individual understand that when they are in the midst of emotional response they are in a state called "emotional mind". When thinking logically about the situation they are in a state called "rational mind". The only effective time to make decisions is in a state called "wise mind", a time when both emotional mind and rational mind are intersecting.

Collaborative Problem Solving (CPS) draws on the trusting relationship developed between the helping professional and the student. It begins with eliciting a thorough understanding from the student's perspective when a problem arises. This is coupled with an understanding of the situation from the adult's perspective, and then the student is involved in drafting a solution to the problem. As a part of this process, the student identifies their "lagging skills", from a list of skills needed for effective problem solving. Through this process the student and the staff member join in working "on the same team" in developing the skills base to be successful in problem response.

APPENDIX GUIDE

**Appendix A Checklist for Suspensions
Beyond Ten Cumulative Days**

Appendix B State Law on Hazing

Appendix C Internet Use Policy

Appendix D Policy on Physical Restraint

Appendix E Schedule

Appendix A

PROCEDURAL CHECKLIST FOR SUSPENSIONS BEYOND TEN CUMULATIVE DAYS

TEAM Chairperson receives notice from program director that the special needs students infraction will result in a cumulative suspension of more than 10 days from the beginning of the school year or from the issuance of a new or amended IEP after the beginning of a school year.

TEAM Chairperson immediately schedules TEAM meeting prior to the imposition of more than 10 cumulative days of suspension.

Notice of TEAM meeting is sent to parent and other TEAM participants that minimally include the students major service providers, TEAM Chairperson and an administrative representative of the school district.

Team meets to consider whether:

- The misconduct is related to the students disability.
- The IEP is not appropriate.
- The IEP is not being fully implemented. (As part of this determination, special care must be taken by the TEAM to determine if any modified discipline code stated on the students approved IEP has not been implemented as written.)

If the Team determines that ANY of the three above conditions exist, the student is not suspended at all and is returned to the last approved placement or a new placement described on an IEP and approved by the parent.

If the Team determines that NONE of the three above conditions exist, and the district continues to propose a suspension for any period beyond 10 cumulative days, the TEAM writes a new or amended IEP (the alternative plan) which proposes to the parent (and student over 18 years of age) the manner in which the special education services will be delivered during the period of suspension. The proposed IEP includes ALL special education programs and related services described on the students IEP in effect prior to the proposed suspension. (In consideration of the changed instructional setting in which the alternative plan is to be implemented, the duration and frequency of special education programs and related services do not necessarily have to equal those described on the student's IEP in place prior to the proposed suspension. However, there must be a reasonable likelihood that all originally approved special education goals and objectives can be implemented under the proposed alternative service delivery plan.)

The period of suspension is stated on the IEP, is for a finite period of time and is consistent with the applicable sanction described in the school's code of conduct.

The infraction for which the suspension is proposed is stated in the school's code of conduct.

The school's most recently revised code of conduct has been provided to the parent and student in advance of the actual infraction. Such code of conduct is on file in the Massachusetts Department of Education. The district issues to the parent a proposed IEP which describes the TEAM'S alternative plan, together with applicable parent notice of procedural safeguards and rights as required by Chapter 766 regulation 317.0. Telephone notice of the proposed suspension is made to the Department of Education Liaison from Program Quality Assurance Services. If the implemented procedures appear to be complete, the Department issues a verbal approval to suspend the student pending the receipt of the required written documentation of procedures in the Department of Education. The district sends to the Department Liaison the required documentation (including copies of any translations) as follow:

- Mandated Form SPED 766-15: "Notification of Suspension and Request for Approval of Alternative Plan";
- Copy of the student's IEP in effect at the time of suspension;
- Copy of new or amended IEP describing the alternative plan for special education services;
- Copy of written notice of procedural safeguards to parent;

In cases where the student's parents (or student 18 years or older) do not speak English, all required meetings and notices are made accessible through the use of interpreters and translated notices. The district implements the suspension with or without parent consent. In cases where the parent (or student 18 years or older) requests a due process hearing before the Department's Bureau of Special Education Appeals (BSEA) on the subject of the district's proposal to suspend or exclude the student, the district places the student immediately back in the last approved special education program (or in an alternative placement approved by the parent) until the Hearing Officer has ruled on the matter. In applicable situations, where the special needs student is found in possession of a firearm in school, the district may place the student in an interim alternative educational setting, as determined by the evaluation TEAM, without parent consent for up to 45 days. The student remains in the interim alternative setting pending any special education hearing initiated by the parent, unless the parent and the school district agree otherwise. In all other cases, to override the effect ("stay put") of the parent's request for a hearing before the BSEA, the district seeks a court order to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Appendix B

MASSACHUSETTS GENERAL LAWS

CHAPTER 269 CRIMES AGAINST PUBLIC PEACE

CH. 269.S.17 CRIME OF HAZING: DEFINITION: PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or initiation into student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the health or well being of any other such student or any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CH.296.S.18. Duty to Report Hazing

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

CH.296.S.19 HAZING STATUTES TO BE PROVIDED: STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group,

student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen: provided, however, that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said student groups, teams or organizations.

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

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

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

APPENDIX C

INTERNET ACCEPTABLE USE POLICY

South Shore Educational Collaborative

In order for a student/faculty/staff to use the SSEC Internet connection, they must read these guidelines and sign the contract. The contract, which is attached, must also be signed by a parent or guardian for anyone under 18 years of age.

Internet – Guidelines for Use

Internet is a vast, global network, linking computers at universities, high schools, science labs, and other sites. Through Internet, one can communicate with people all over the world through a number of discussion forums, as well as through electronic mail. In addition, many files are available for downloading on the Internet, many of which are of educational value. Because of its enormous size, Internet's potential is boundless. It is possible to speak with everyone from prominent scientists to world leaders to a friend at college. However, with such great potential for education also comes some potential for abuse. It is the purpose of these guidelines, as well as the contract for Internet use, to make sure that all who use Internet, both students and faculty, use this valuable resource in an appropriate manner.

The use of the network is a privilege, not a right, which may be revoked at any time for abusive conduct. Such conduct would include, but is not limited to, the placing of unlawful and/or inappropriate information on a system, the use of abusive or otherwise objectionable language in either public or private messages, the sending of messages that are likely to result in the loss of recipients' work or systems, the sending of "chain letters," or "broadcast" messages to lists or individuals, any other types of use which would cause congestion of the networks or otherwise interfere with the work of others, as well as the use of the Internet in a manner which would violate the copyright and/or trademark laws of the United States, any attempts to override the filtering system and fire-operating system. In addition, the SSEC takes no responsibility for any information or materials that are transferred through Internet.

Because of the size of Internet, many kinds of materials eventually find their way onto the system. Should a user happen to find materials, which may be deemed inappropriate while using his or her SSEC Internet account, he or she shall refrain from downloading this material, and shall not identify or share the location of this material. Be aware that the transfer of certain kinds of materials is illegal, and punishable by fine or jail sentence.

The primary purpose of the Internet connection is educational. It is essential that everyone who uses this connection understand that purpose. Therefore, anyone using the Internet connection for non-educational purposes shall immediately log off should any significant system slowdown occur. In addition, should people connecting through their home modems be using Internet for non-educational purposes and observe that all phone lines are in use, then they shall immediately log off. Failure to abide by these regulations shall result in suspension of their SSEC Internet account, pending administrative review.

SSEC makes no guarantees, implied or otherwise, regarding the reliability of the data connection. Neither SSEC, nor the sponsor organizations, shall be liable for any loss or corruption of data resulting while using the Internet connection.

SSEC reserves the right to examine all data stored in the machines involved in the Internet link to make sure that all users are in compliance with these regulations. Further, the SSEC reserves the right to periodically monitor the online activities of all users.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain the system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers would always be private. Within reason, freedom of speech and access to information will be honored. During school time, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

No user shall use the Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on the network. All users are prohibited from attempting to override the filtering system and/or the firewall. Such acts will result in the loss of the privilege of using the Internet on the SSEC network.

SSEC strongly condemns the illegal distribution of software, otherwise known as pirating. Any students caught transferring such files through Internet, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Also, all users should keep in mind that when they use Internet, they are entering a global community, and any actions taken by them will reflect upon the SSEC as a whole. As such, all users must behave in an ethical and legal manner. Further, all users are prohibited from disclosing any personal information about other students and/or minors.

The use of chat rooms by users is strictly prohibited, unless authorized by building principals. All students are prohibited from using email unless under the guidance of teachers with permission from parents. All permitted email will be closely monitored by the teacher in charge.

In summary, all Collaborative employees and students are prohibited from: using the Collaborative's Internet access for any and/or access an Internet site); using any profane, vulgar, threatening, libelous, or criminal language when using the Internet for Collaborative business; accessing any prohibited sites on the Internet; overriding or encouraging students to override any firewalls established on the Internet; access network; permitting another individual to use their password, dissemination of any passwords, codes, access telephone numbers, or account number; and/or any other action whatsoever which would in any way subject the employee and/or employer to a possible criminal or civil action. Any and all violations of this policy may subject the user to discipline, up to an including termination for employees, and up to and including expulsion for students. The foregoing list is not all inclusive and SSEC reserves the right to notify a user of any other impermissible action regarding the use of the Internet.

SSEC administration reserves the right to change these rules at any time without notice.

Acknowledgements: Most of this material was developed from already prepared documents downloaded from the Internet and adapted for Collaborative use.

The Net: User Guidelines and Netiquette,
Arlene Ranaladi, Florida Atlantic University

The Lexington Public Schools Acceptable Use Policy, Lexington,
Massachusetts

The Bellingham Public Schools District Internet and E-Mail Rules,
Bellingham, Washington

APPENDIX D

PHYSICAL RESTRAINT POLICY GUIDELINES

At SSEC, our mission is to provide a safe and respectful learning environment. The staff at SSEC takes a sixteen-hour training in NAPPI (Non-Abusive Psychological and Physical Intervention) skills when hired and then a refresher course of eight hours within the first month of each school year. The primary focus of the course is in maintaining safety for students and staff and in using interventions that have the minimum impact necessary on the students. NAPPI teaches recognizing the warning signs and skills for de-escalating a student so that a restraint can be avoided, as well as how to utilize physical restraints in dangerous situations. Situations are considered dangerous if the student is going to harm himself/herself or another person. The methods used for de-escalation include, but are not limited to, the following:

- Early recognition of signs of distress.
- Listen to the individual's concerns; avoid being judgmental.
- Keep the end goal in mind and avoid adding to a conflict situation.
- When possible a person who has a rapport with the student should assist in deescalating the situation.
- Remove the audience. Reasons include:
 - The student may find it easier to make a better choice
 - Other students find a conflict situation unsettling.
 - The disruptive student's dignity is protected.
- If the student refuses to accept staff support, give clear and enforceable directives in a non-threatening manner. Inform the student of the positive consequences resulting from the choice.
- Remain aware of nonverbal messages sent by staff. Use a calm and relaxed voice, a nonjudgmental tone, and non-threatening body posture. Approach the individual in a supportive stance (i.e. hands visible, stand to the side and at least one leg length away). Additional staff members available should be out of sight and hearing range to avoid sending the message that an escalation is anticipated.
- Employ other program consequences or contact with parents or other collaterals as a response to noncompliant behaviors that are not deemed unsafe.
- As new staff members arrive on the scene, conversation may take place in front of the student regarding what has happened and what options have been given. If staff members need to speak privately that should take place out of sight and hearing range of the student.

- If a student's behavior is deemed unsafe to self or others, the student is informed that failure to choose a given alternative will lead to an escort to a safe location. Clarify to the student what is about to happen before hands are applied.
- Never physically move a student who is struggling. A standing hold or other physical restraint might be necessary until the student regains control.
- Students may be assisted to a safe space to promote de-escalation. Remember that the purpose of quiet spaces and restraint is for safety and containment, not control.

If it is determined that physical intervention is necessary, NAPPI guidelines are to be followed. Clarify to the student what is about to happen before hands are applied. The lead staff person makes the call on when to shift from talking to physical action. Ideally, the lead person should be

- The first person on the scene
- The person with the most information
- A person with a good rapport with the student
- The only person talking to the student through the course of the restraint.

If the lead person must switch out, a new lead person should be designated. During a restraint, let the student know who is in the room, who is holding them where, etc. Staff should be beginning the process of releasing the restraint as soon as the restraint begins by providing simple and clear directions to the students. Students should be released from physical restraint as soon as it is safer to release them than to continue to hold.

NAPPI guidelines teach safe ways to hold an individual, minimizing the risk of injury to anyone involved. Staff should always use the least amount of physical intervention necessary to assist the student in regaining control. Physical restraints may be utilized when a student is standing or sitting and may need to be taken to the floor. Preferably a restraint should last no longer than five minutes. The nurse should be present during a restraint when possible. If not available, another non-participant observer should be present to monitor comfort and safety of the individual as well as document the type of restraint used and the duration of the restraint.

When the student has regained physical control, the school nurse will check the student for any injuries sustained during the restraint. It is important to provide an opportunity to process the incident when the student is ready,

willing, and able. This will generally take place with a school-based therapist and may also involve other key figures. When a student has required physical restraint, school staff will assess if the student is able to remain in school. Students who remain in school may spend the remainder of the day in a separate area with more intensive supervision, or might return to their classroom. This decision is at staff discretion based on the student's ability to process the incident and maintain safe behavior. School staff may also determine that the student needs to be released to the care of a parent following a restraint. If a student is unable to remain safe following a restraint or continues to make statements about harming himself/herself or others, clinical staff may also require an emergency evaluation to assess if the student requires a higher level of care to remain safe.

Staff involved in a restraint should have the opportunity to process the restraint immediately after the incident.

The Program Director or Clinical Director should immediately be informed of any restraint incident, as should the student's parents. Within one day an Incident Report is to be filed with the school administration, and within two days the report is to be sent to the parent(s) as well as the sending school district.

Please note that all behavioral interventions shall be directed at maintaining a safe and respectful learning environment and will include an understanding of the individual needs and development of a student as described in their educational plan. SSEC shall direct that all interventions use the minimum impact necessary and that:

1. No student shall be subjected to cruel, hazardous, or abusive treatment, humiliation, or verbal abuse.
2. No student shall be subject to corporal punishment.
3. No student shall be denied food as a form of punishment.
4. No student shall be secluded in a locked room.
5. No student shall be secluded without direct staff supervision.
6. No student shall be subjected to the use of mechanical restraints.

Appendix E

Daily Schedule

	M/T/Th/F	• Wed
S O U T H S H O R E H I G H S C H E D U L E	LSG 7:45-8:00	LSG 7:45-8:00
	Per 1 8:00-9:00	Per 1 8:00-8:40
	Per 2 9:00-9:45	Per 2 8:40-9:20
	BREAK 9:45-10:00	Per 3 9:20-10:00
	Meeting 10:00-10:15	Break 10:00-10:15
	Per 3 10:15-11:00	Meeting 10:15-10:30
	Per 4 11:00-11:45	Per 4 10:30-11:10
	Lunch 11:45-12:15	Per 5 11:10-11:50
	Period 5 12:15-1:00	
	Period 6 1:00-1:45	LSG 11:50-11:55
	LSG 1:45-1:55	
	<ul style="list-style-type: none"> • On Wednesdays a different class is dropped each month to accommodate the early dismissal time. 	