

Clearway School

Policies and Procedures

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Introduction

Mission Statement

Clearway School is dedicated to providing quality, specialized instruction to students with learning disabilities. We are a community that celebrates the diversity of the individual and the many paths to success. We welcome students who may have had difficult prior experiences in school and help them to re-engage in the exploration of their academic, artistic, social, vocational, and civic passions. Our goal is to build independent skills through small group, multi-sensory instruction that provides true access to the general curriculum. Our collaborative team approach challenges students to identify and commit to individual goals integrated across the community. Communication with families, sending school districts, and collateral service providers is essential to this approach. Clearway School honors the individual learning style of each student and cultivates respect for self, others, and the environment. We are committed to providing transitional support for students as they successfully return to public schools or pursue post-secondary options, including college, with a better understanding of themselves and their responsibilities.

Policies and Procedures

Child Abuse/Neglect

Clearway School supports a trauma informed response, meaning that in responding to an abuse disclosure, the staff member is expected to treat the disclosure with compassion, and offer as much choice as possible around the next steps. Staff also understand that they should get only the minimal facts required to make a report, that questioning an individual can re-traumatizing.

Under M.G.L.c.119&51-A Clearway School staff members are mandated to report any suspected incidents of child abuse or neglect. Any employee who has reasonable cause to believe that a student enrolled at Clearway School is suffering physical or emotional injury as a result of neglect or abuse (including sexual abuse) must immediately notify the Administrator or in her absence, a Co-Director. The obligation to report extends to all instances of his/her abuse or neglect, whether occurring on or off Clearway School's premises. The staff member is obligated as a mandated reporter to file a 51-A with or without Administrator assistance.

If a report is made alleging child abuse or neglect, the Administrator will work with the staff member to immediately file a 51-A report by phone with the Department of Social Services and/or the Disabled Persons Protection Commission as soon as possible, and submit a written report within 48 hours.

All employees must cooperate fully with an investigation of suspected child abuse or neglect.

Clearway School will complete an Incident Report within 24 hours, which will be submitted to DESE, the student's sending school system, and the parents/guardians.

Behavior Support

Clearway School has developed a comprehensive set of policies and procedures that are consistent with new regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

All behavior support policies are reviewed annually and are provided to staff and made available to parents of enrolled students:

- **Methods for preventing student violence:**

All Clearway School staff are trained in Collaborative Problem-Solving (CPS) techniques and de-escalation techniques through the Crisis Prevention Institute (CPI). All staff participate in annual trainings to update their skills within the first month of the school year. Staff hired after the school year begins are provided with training within one month of the date of hire.

Certain violations of school rules require additional attention and there are times at the end of the day and during the week when staff meet to discuss student behaviors and develop plans and strategies consistent with the CPS model. Food is never withheld as a form of punishment. When a plan has been developed to help a student manage a particular behavior, it is documented using a CPS meeting record form that includes the following information:

- The people involved in the problem
- A general description of the problem
- Both sets of concerns
- The agreed upon outcome
- A date when the plan will be reviewed

The educational counselor will discuss the information in this form with the student's parents and the form will be made available to the parents upon request.

Information regarding follow-up meetings will also be communicated through phone calls to the parent and will be documented on the CPS meeting record form.

- **Method for preventing self-injurious behavior and suicide**

Definition of Self-Harm: Any intentional injury to one's own body.

1. Staff refers all students with self-harming conversations, behaviors and/or plans related to self-harm to one of the Clinicians(or Co-Directors if school clinician is unavailable).
 2. The Clinicians/Co-Director assesses whether the behavior is considered “common, low lethal self-injury,” suicidal behavior, or other life threatening behavior (to self or others).
 3. If the behavior or plan is deemed to be suicidal or otherwise life-threatening, emergency procedures are followed. This includes contacting the student’s parent and therapist (if the student has a therapist), Crisis team, 911.
 4. If the behavior is deemed to be common self-injury or if the student is making statements about thinking/wanting to injure themselves, the school clinician/Co-Director calls the student’s parent and therapist (if student has a therapist) while the student is still present.
 5. If the student does not have a therapist then the School Clinician/Co-Director calls the parent while the student is still present with the following plan in mind.
 - The School Clinician/Co-Director explains that staff has learned that the student has self-injured or is thinking/wanting to self-injure and explains that the behavior is cause for concern, but this is not about suicide.
 - The School Clinician/Co-Director requests that the parent follow up immediately with outpatient counseling for the child and family.
 - The School Clinician/Co-Director requests that the parent calls back to confirm that the outpatient appointment has been made.
 - If the parent does not call back, the School Clinician/Co-Director re-contacts the parent and requests that the outpatient appointment be pursued.
 - If after repeated requests the parent fails to act, mandated reporting for neglect or abuse will be considered.
 - The School Clinician/Co-Director stays in periodic contact with the parent to monitor progress.
 - The School Clinician/Co-Director attempts to obtain consent from the parent and child to communicate with the outpatient clinician.
 6. Upon return to school from “common, low-lethal, self-injury”, there will be a meeting with the student and Clearway staff including school clinician and/or a Co-Director. There may be a request for a family meeting as well.
 7. If the behavior has been deemed to be “suicidal behavior” or “life-threatening behavior”, medical advice needs to be included so that a decision regarding return to school can be made by the school team. A TEAM meeting is often called to discuss safety concerns.
- **Clearway School’s alternatives to physical restraint**

De-escalation techniques taught by the Crisis Prevention Institute in which staff are trained include (but are not limited to):

- Use of non-judgemental language
- Use of non-threatening body language
- Reflective listening
- Maintenance of personal space

- **Training Requirements for staff**

All Clearway School staff are trained in Collaborative Problem-Solving (CPS) techniques and de-escalation techniques through the Crisis Prevention Institute (CPI). All staff participate in annual trainings to update their skills within the first month of the school year. Staff hired after the school year begins are provided with training within one month of the date of hire.

- **Clearway School's reporting requirements and follow-up procedures**

If a student has been restrained at Clearway, a member of the crisis team who was involved in the restraint will inform the Administrator as soon as possible and will complete a written report. The administrator will keep an on-going record of instances of physical restraint, which shall be made available for review by the parent or the DESE upon request.

- **Clearway's procedures for receiving and investigating complaints regarding behavior support policies**

Any complaints regarding behavior support practices should be directed to Clearway School's Administrator. The Administrator will then investigate the events surrounding the concern within 48 hours and solicit information from all parties involved. All information regarding the investigation will be available to the parties involved and any programmatic changes will be implemented if needed. The administrator will report the findings of the investigation back to all parties involved within 10 days.

- **Procedures to be followed for implementing the behavior support reporting requirements**

- **Description of Clearway's procedure for making both oral and written notification to the parent**

The Administrator or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and

other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The administrator shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the Administrator or designee who was verbally informed following the restraint; and, as applicable, the name of the Administrator or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

(5) Individual student review. The Administrator shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the Administrator shall convene one or more review teams as the Administrator deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

Description including timelines of Clearway's procedure for receiving and investigating complaints regarding behavior support policies

Any complaints regarding behavior support practices should be directed to Clearway School's Administrator. The Administrator will then investigate the events surrounding the concern within 48 hours and solicit information from all parties involved. All information regarding the investigation will be available to the parties involved and any programmatic changes will be implemented if needed. The administrator will report the findings of the investigation back to all parties involved within 10 days.

A procedure for use of the time-out

Students may be asked to work in another location supervised by the teacher to complete classwork. A Co-Director/School Clinician is always available to intervene immediately should a student's behavior warrant more immediate attention. When a student's behavior cannot safely be managed within the classroom, the student will be asked to leave the classroom and meet with a co-director/school clinician or other staff in a private space. A teacher who feels that a student needs this separation for more than 30 minutes will consult with a co-director, who will evaluate the situation and facilitate the continued separation if it is deemed necessary. While Clearway does not maintain a time-out room, smaller offices are used for these instances when students need private space to process an incident or receive support in order to return to their regularly scheduled program.

Student Separation Resulting from Behavior Management

Students may be asked to work in another location supervised by the teacher to complete classwork. A Co-Director/School Clinician is always available to intervene immediately should a student's behavior warrant more immediate attention. When a student's behavior cannot safely be managed within the classroom, the student will be asked to leave the classroom and meet with a co-director/school clinician or other staff in a private space. A teacher who feels that a student needs this separation for more than 30 minutes will consult with a co-director, who will evaluate the situation and facilitate the continued separation if it is deemed necessary. While Clearway does not maintain a time-out room, smaller offices are used for these instances when students need private space to process an incident or receive support in order to return to their regularly scheduled program.

Procedure for obtaining a co-director's approval of time-out for more than 30 minutes based upon the individual student's continuing agitation

If the staff supervising the student feels that the student is unable to calm and re-enter the classroom after 30 minutes, a co-director will be consulted for approval.

Time out shall cease as soon as the student has calmed

The student will return to the program when they have calmed.

Suspension Policy

Out-of-school suspension is Clearway School's strongest consequence outside of termination from the program. Any grossly inappropriate or dangerous behavior demonstrated by a student will be considered grounds for suspension (suspension, however, is not the only response to a student's dangerous or inappropriate behavior - programmatic responses should also be considered). Behaviors warranting suspension include: assault on a student or staff member, wanton destruction of school property, possession of a weapon, drugs, alcohol, or other contraband. Overt signs of self-injurious behavior, leaving school grounds, or an ongoing inability to follow school rules may also warrant suspension. Staff members who witness such behaviors are to report this to the Administrator and complete an Incident Report.

Clearway School is not staffed to sustain a student who refuses to participate in the program for an extended period of time. If a student has multiple periods in which he/she is unable or unwilling to attend classes, a suspension may be necessary. At such a time, the family will be called and the student may be sent home.

Whenever a student is suspended out of school, Clearway School will immediately notify the parents, the public school system or human service agency responsible for the student. Clearway School will mail the Incident Report to the parents/guardian, or the Department of Social Services and the sending school system within 24 hours.

No student will be sent home without verification that a responsible adult will be available to receive the student. A suspension can last from one to three days. After a suspension, Clearway staff and parents will formulate a re-entry plan.

Once a student has been suspended out of school for three (3) consecutive or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent total suspension of the student from the program. (603 CMR 18.05 (6)).

Clearway School records and tracks the number and duration of suspensions, including suspensions from any part of the student's IEP program. Sending a student home early is considered a suspension if the student's IEP does not allow for the modification of learning time requirements of the Board of Education.

Clearway School implements the following procedures when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days:

- a) A request is made of the student's responsible school district to convene an IEP team meeting, which includes representation from the private school, prior to a suspension that constitutes a change in the placement of a student with disabilities.
- b) Clearway School participates in the Team Meeting:
 - 1) to develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan;
 - 2) to identify appropriate alternative educational setting(s); and
 - 3) to conduct a manifestation determination (i.e. – to determine the relationship between the disability and the behavior). To do this, the Team asks questions including: Is the IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it implemented? Does the student understand the impact and consequences of his/her behavior? Can the student control his/her behavior?
- c) If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student with disabilities that may be in some other setting.
- d) If the Team determines that the behavior IS a manifestation of the disability, the placing district, in coordination with Clearway School, takes steps (with the consent of the parent) to modify the IEP, the behavioral intervention plan, and/or the placement.

In-House Suspension Policy

In-house suspension is a possible consequence when students have displayed behaviors that resulted in their removal from certain classes. Behaviors warranting in-house suspension include: refusal to participate in class, refusal to follow safety protocol, inappropriate language and/or behaviors with student or staff, destruction of property, threatening behavior, physically aggressive behavior, etc. When a student is serving an in-house suspension they will be given academic work from his/her classes to complete during this time. At no time will the room where the in-house is being served be locked and all rooms are physically safe for our population. An in-house incident form is created and then filed in the student's record as well as recorded on the suspension log.

When a decision has been made to assign an in-house suspension to a student for a period of time, the Educational Counselor must complete an in-house suspension form which documents:

- Date of the in-house suspension
- Length of time
- Reasons for the intervention
- Who approved the procedure
- Who monitored the student during the in-house suspension

Planned Terminations

When a student is admitted to Clearway School he/she is assigned an Educational Counselor and the public school identifies a school district contact person. The Educational Counselor or Educational Administrator shall keep the public school liaison informed of the progress of the student and shall notify that person immediately if termination or discharge of the student is being discussed. Clearway School is committed to trying every available means to maintain the student's placement until the local Administrator of Special Education has sufficient time to search for an alternative placement.

When planning a termination, the Educational Counselor or Educational Administrator will notify the school district of the need for an IEP review meeting. The school district will provide notice of this meeting to all parties ten (10) days in advance of the intended date of the meeting. At this meeting, the Team will plan and develop a clear and specific termination plan. The plan shall describe the student's specific program needs, the short and long goals of the program, and the recommendations for follow-up and/or transition services. The termination procedures will be fully explained to all parties involved and will be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

Emergency Termination

In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of himself, herself or others, Clearway School will follow the procedures required under 603 CMR 28.09 (12)(b) and immediately notify the Department of Elementary and Secondary Education.

Clearway School shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the program shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special

education school program. With the mutual agreement of the program and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Restraint Policy

Clearway believes it is essential to have clear expectations in classrooms. All Clearway School staff are trained in Collaborative Problem-Solving (CPS) techniques and non violent crisis intervention techniques through the Crisis Prevention Institute (CPI). Through the use of these techniques, staff regularly engage in conversations with students to solve problems and address concerns in order to prevent escalation and to prevent physical restraint, which is used only in an emergency situation. All staff participate in annual trainings to update their skills within the first month of the school year. Staff hired after the school year begins are provided with training within one month of the date of hire.

Adherence to the following core values is essential to the progress of our students and form the basis for preventing the need for the use of physical restraint :

- We believe that each student wants to do well.
- We believe that challenging behavior relates to skill deficits.
- To make progress towards goals, a student needs to be involved in the goal-setting process and see a tie between IEP goals and his/her vision for the future.
- A collaborative educational counselor relationship and 1-on-1 conversations are essential to this process.
- Student progress should be documented and shared with students and families.
- Students need feedback when they are engaged in behaviors that are moving away from their goals.
- Behavior support decisions should reflect certain group expectations but should be individualized to meet our specific students' needs.

All parents are notified of Clearway School's policies and procedures on physical restraint annually. They are also invited to join the Special Education Parent Advisory Committee which gives the Administration of Clearway School feedback, support and ideas on its policies and programming. Parents are engaged in conversations through weekly phone calls with their educational counselor in order to address concerns and prevent escalation.

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

If a student is not able to calm through the use of CPI nonviolent crisis intervention techniques, the Clearway crisis team is called to take over. Following Crisis Prevention Institute (CPI) protocols, Clearway maintains a crisis team who is trained in CPI holds and takes over the management of an emergency situation. Clearway School's policy is to call the local police if a student is exhibiting behaviors that warrant more than de-escalation techniques. If necessary, the crisis team staff will restrain the student in an appropriate physical intervention hold in either a seated or standing position, progressing from lower-level holding through medium level-holding to higher level holding as the behavior of the student warrants, until the police arrive in order to ensure the student's safety.

2. A statement prohibiting seclusion, medication restraint, mechanical restraint and prone restraint unless permitted under 603 CMR 46.03(1)(b)

Clearway School prohibits the use of seclusion, medication restraint, mechanical restraint, and prone restraint under any circumstances.

3. 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

At Clearway School, physical restraint shall be used only in emergency situations of last resort. CPI nonviolent crisis intervention techniques are used first and all other options, including giving time and space, are implemented prior to physical restraint interventions. 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 and with extreme caution in order to prevent or minimize any harm to the student as a result of the use of physical restraint.

4. A description of the program's procedure for conducting periodic review of data and documentation on the program's use of restraint

The Clearway School Administrator documents every restraint and includes information regarding the precipitating events, individuals involved, de-escalation techniques used prior to the restraint, duration, and injuries (if any). The Administrator reviews restraint data weekly in order to identify patterns and convenes a review team as appropriate to assess student needs. Student and parent reports regarding the use of restraints are included in this review. Analysis of precipitating events (including time of day, day of the week, individuals involved, etc) and consideration of factors that may have led to the escalation of behavior are reviewed. Alternatives to restraint are reviewed including how the CPI nonviolent crisis intervention techniques were implemented and discussions include how these techniques could be used more effectively to prevent future restraints. The review

team writes an action plan to address concerns brought up during the review with the goal of reducing and eliminating the use of physical restraint. If the Clearway School Administrator directly participated in the restraint being reviewed, a qualified individual is appointed by the board of trustees to lead the review. The written restraint record and action plans are kept in the student's file and are available to the Department and to the parent, upon request.

The Clearway School Administrator conducts monthly reviews the documentation regarding the use of restraints school-wide and policy adjustments are made accordingly. These reviews include patterns of restraint use (including time of day, day of the week, individuals involved, etc), the number and duration of restraints, as well as the number of type of injuries resulting (if any). The Administrator makes policy adjustments and implements additional staff training as appropriate to reduce and eliminate restraints.

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

Clearway School's Administrator plans yearly trainings in Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI) by a certified CPI instructor for all staff. The certified instructor of the crisis team has participated in competency-based CPI training that is sixteen (16) hours in length with at least one refresher training occurring annually thereafter. CPI Verbal Intervention training for all staff is a minimum of five and a half (5.5) hours annually and may have online components provided by CPI as well as classroom components provided by Clearway's certified instructor. Staff who are on the crisis team are trained in the CPI Nonviolent Crisis Intervention program (eight hours of training), which includes the CPI Verbal Intervention program plus additional modules covering tools for decision making and safety interventions-holding skills. This occurs the first week of school and additionally includes Clearway's policies regarding restraint prevention and behavior support for students. Staff who are hired after the training occurred will be trained within one month of their hiring date. Training focuses on the CPI Crisis Development Model, includes discussions of the integrated experience and emphasizes both verbal and nonverbal de-escalation techniques, such as the CPI Supportive Stance, and interventions at various stages of the verbal escalation continuum that can be used to prevent restraints. Training also includes physical disengagement skills and discussions of when to activate the crisis team, whose members are trained in CPI physical intervention holds. Training includes safety concerns and the risks to the student if physical restraint is used. The crisis team has a minimum of four members and currently consists of six staff members.

At Clearway School, an educational counselor is assigned to each student to engage both the student and the student's family in weekly conversations regarding progress and to address concerns as they develop in order to prevent escalation.

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

At the beginning of each school year, Clearway's Administrator shall identify the program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Clearway refers to these staff members as the crisis team. One staff member is a Certified Instructor with the Crisis Prevention Institute and provides in-depth training in Physical Intervention techniques, which includes restraint holds, to the members of the crisis team. The certified instructor of the crisis team has participated in competency-based CPI training that is sixteen (16) hours in length with at least one refresher training occurring annually thereafter. The CPI Nonviolent Crisis Intervention training for the crisis team members adds additional modules (2.5 hours minimum) covering "Safety Interventions-Holding Skills" and "Tools for Decision Making" in addition to the CPI Verbal Intervention training (6.5 hours minimum) that includes de-escalation techniques, relationship building, and alternatives to restraint, which all staff receive. Staff are trained annually.

The Nonviolent Crisis Intervention training provided by the certified CPI instructor includes simulated situations in which trainees experience both administering and receiving physical restraint as well as instruction regarding monitoring physical signs of distress and procedures regarding obtaining medical assistance. In the event that medical assistance is needed, a member of the crisis team shall call 911. During training, participants must demonstrate mastery in administering physical restraint. In addition, training includes the documentation and reporting procedures as well as the procedures regarding investigating injuries and complaints. Training is also provided regarding the impact that physical restraint has on the student and the family including the psychological, physiological and social-emotional effects. The integrated experience, rational detachment, and establishment of the therapeutic rapport are a focus of training.

Clearway School uses physical restraint as an emergency, last resort in order to ensure the safety of the student and others. Restraint is not used to prevent property damage. Specific behaviors that may result in restraint include, but are not limited to, imminent self-harm and imminent physical harm to others. Crisis team members are trained to use the CPI decision making matrix that evaluates the risk of intervention, including the likelihood of negative outcome if physical intervention is used and the severity of the harm that may occur if physical intervention is not used. Crisis team members shall discuss these risks and make a collaborative decision regarding whether to use physical restraint prior to administering physical restraint.

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

One of the crisis team members shall verbally inform the Clearway School Administrator of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the administrator for review of the use of the restraint. The administrator or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request. If the Clearway School Administrator directly participated in the restraint being reviewed, a qualified individual is appointed by the board of trustees to lead the review.

Clearway School's Administrator or his/her designee shall verbally inform the student's parents or guardians as soon as possible and shall make reasonable efforts to do so within 24 hours. The administrator will send a written report via email or regular mail postmarked no later than 3 school working days following the use of the restraint. The report will be provided in the native language of the parent, if that is the customary procedure. Clearway School's Administrator or his/her designee will notify DESE within three (3) school working days if injury to a student or staff member occurred during a restraint. A copy of the written report will be mailed with a postmark no more than three (3) working school days later than the day of the administration of the restraint. In addition, the Clearway Administrator will send a copy of the record of all physical restraints for the 30-day period prior to the restraint being reported. The Department will determine if any further action is warranted and will notify Clearway School of the required actions within 30 calendar days of receipt of the written report.

The written report will include: the name of the student, names and job titles of the staff who administered the restraint, names of observers, date, time, name of the administrator who was informed, the name of the person who approved the continuation of the restraint of more than twenty minutes, the description of the holds and reasons that the holds were necessary, student's behavior that prompted the restraint, efforts that were made to de-escalate the student's behavior prior to the restraint, alternatives to restraints that were attempted, justification for initiating the restraint, the student's behavior and reactions during the restraint, how the restraint ended and documentation of any injury, and any medical care provided. any information any further action taken, opportunities for student's parent to discuss details of the restraint. In addition the report will include any further actions the school has taken or may take including any consequences that may be imposed on the student. Information regarding opportunities for the parent to discuss the restraint and any consequences with school officials will also be included in the written report.

The Clearway School Administrator documents every restraint and includes information regarding the precipitating events, individuals involved, de-escalation techniques used

prior to the restraint, duration, and injuries (if any). The Administrator reviews restraint data weekly in order to identify patterns and convenes a review team as appropriate to assess student needs. Student and parent reports regarding the use of restraints are included in this review. Analysis of precipitating events (including time of day, day of the week, individuals involved, etc) and consideration of factors that may have led to the escalation of behavior are reviewed. Alternatives to restraint are reviewed including how the CPI nonviolent crisis intervention techniques were implemented and discussion include how these techniques could be used more effectively to prevent future restraints. The review team shall write a plan of action with the goal of reducing and eliminating physical restraints.

If the Clearway School Administrator directly participated in the restraint being reviewed, a qualified individual is appointed by the board of trustees to lead the review. The written restraint record and action plans are kept in the student's file and are available to the Department and to the parent, upon request.

The Clearway School Administrator conducts monthly reviews the documentation regarding the use of restraints school-wide and policy adjustments are made accordingly. These reviews include patterns of restraint use (including time of day, day of the week, individuals involved, etc), the number and duration of restraints, as well as the number of type of injuries resulting (if any). The Administrator makes policy adjustments and implements additional staff training as appropriate to reduce and eliminate restraints.

Annually, Clearway School's Administrator shall report all physical restraints to the Department in a manner and form as directed by the Department.

8. A procedure for receiving and investigating complaints regarding restraint practices

Any complaints regarding restraint procedures should be directed to Clearway School's Administrator. The Administrator will then investigate the events surrounding the concern within 48 hours and solicit information from all parties involved. All information regarding the investigation will be available to the parties involved and any programmatic changes will be implemented if needed. The administrator will report the findings of the investigation back to all parties involved within 10 days.

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

The Clearway School Administrator documents every restraint and includes information regarding the precipitating events, individuals involved, de-escalation techniques used prior to the restraint, duration, and injuries (if any). The Administrator reviews restraint

data weekly in order to identify patterns and convenes a review team as appropriate to assess student needs. Student and parent reports regarding the use of restraints are included in this review. Analysis of precipitating events (including time of day, day of the week, individuals involved, etc) and consideration of factors that may have led to the escalation of behavior are reviewed. Alternatives to restraint are reviewed including how the CPI nonviolent crisis intervention techniques were implemented and discussion include how these techniques could be used more effectively to prevent future restraints. The review team shall write a plan of action with the goal of reducing and eliminating physical restraints.

Runaway Policy

Leaving school grounds without permission is considered a serious behavior at Clearway School and may warrant a suspension. When a student is first determined to be missing from his/her assigned class, his/her teacher makes an immediate search of the area, notifying other staff of the situation as they proceed. If the student is not found, the Administrator is notified, and the student is assumed to have run away. This should require less than 15 minutes. Once this determination is made, the Administrator will call the parents. The local police may also be called and a physical description of the student given. Within half an hour of the student's leaving, a school staff member will be searching the area adjacent to the school and other areas of our building, in an effort to find and retrieve the student.

If it has been determined that a student has run away, Clearway School's Administrator will notify the Department of Elementary and Secondary Education, the sending school system and/or other involved agencies.

IEP – Revisions and Changes

Clearway School notifies the sending school system and parents/guardians whenever the IEP needs to be revised to reflect a change in goals, placement, or return to a less restrictive setting.

The sending system is responsible for sending all notices of Team meetings. All Team meetings require authorization and presence of an administrative representative of the sending school system. The sending school system is responsible for issuing a new or revised IEP for a student.

During the 2020-21 school year due to the Covid Crisis, Team meetings will occur remotely through a video conferencing platform.

IEP Implementation during the Covid Crisis

Clearway School remains committed to implementing IEP services, goals, and benchmarks across all 3 models.

All families will receive a schedule that outlines a student's classes and there will be clear markers as to where IEP services - such as speech and language services, social emotional group, meetings with educational counselors, transition group, reading services, will occur.

IEP - Transition Planning

Clearway School staff will comply with the following to ensure that transition planning for students happens no later than when the student is 14 years old, occurs systematically and is documented in the student's IEP:

- No later than when a student is 14 years old, Clearway School will work with the responsible sending school district to ensure that the IEP includes both a vision statement and documentation that describes transition needs.
- For students who are 14 years of age or older, Clearway School will work with the responsible school district to ensure that the IEP contains both a vision statement and a statement of needed transition services including, if appropriate, a description of interagency responsibilities or any needed linkages. All transition planning is documented in student records.
- The scope of transition planning may include an outline of objectives for the student, family members, the school and involved agencies, including timelines that are necessary for the transition to be successful. An alternative plan may also be designed in the event objectives are not met.
- Clearway School uses the DESE Transition Planning Form to document all discussions.

IEP - Transition Services

Clearway School provides oversight to ensure that transition services for students approaching graduation occur in a timely and systematic fashion.

For students approaching graduation, Clearway School will provide information to the Team to enable the Team to determine whether the student is likely to require continuing services from adult human service agencies.

If services are recommended, Clearway School will request that the sending school system make the referral to the appropriate adult human service agency. All

correspondence regarding transition services will be documented in student records and in the additional information section of the student's IEP.

Advanced Notice of Proposed Program/Facility Change

Clearway School's Administrator will provide the Department of Elementary and Secondary Education with a notification of substantial changes within its program that includes uploading the Form 1 into the WBMS. The 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. The Administrator will provide written notification to the Department of any sudden and/or unexpected changes that may impact the overall health or safety of students and/or the delivery of services required by IEPs.

The administrator will notify the Department using the Department's Form1 and also notify school districts and parents of any new policies and procedures and/or changes in current policies and procedures.

The Administrator will provide immediate notification via Form1 for:

- Unexpected program building change as the result of an emergency
- Closure of a program or site

The Administrator will provide 15 days notification via Form1 for:

- Each 20% decrease in the enrollment of students based on the most recently approved DESE staffing plan
- Change in program's ownership
- Change in agency or program's name
- Vacancy in approved staff position not filled by another appropriately licensed or waived staff person that has a direct impact on the service delivery to students

Prior approval from DESE is required before any of the following changes may occur:

- Changes to program's building features that are not due to an emergency, but are related to relocation, expansion or renovation of a building or closure of a program or site
- Increase or decrease in the ages or change in the gender of the students being served
- Each 20% increase in the enrollment of students, based on the most recently approved DESE staffing plan
- Adding or eliminating staff position

Immediate Notification

For all students (regardless of state of residency), Clearway School's Administrator will provide immediate electronic notification to DESE (Completed Form 2 and supporting documentation into the Web Based Monitoring System) and written notification to the

parent, the public school district special education Administrator, and any state agency involved in the student's care or placement for all incidents that occur during school hours only except for Emergency Terminations.:

1. Death of a student (Immediate verbal and written notification to the student's parents/guardians and school district)
2. Filing of a 51-A report with DCF, or a complaint to the Disabled Persons Protection Commission against the school or a school staff member for abuse or neglect of a student.
3. Any action taken by a federal, state, or local agency that might jeopardize the school's approval with DESE (i.e. - federal or state investigation, closure of intake)
4. 4. Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of students.
5. The hospitalization of a student (including outpatient emergency room and urgent care visits) due to physical injury at school or previously identified illness, accident or disorder which occurs while the student is in the program
6. A student runs from the program
7. Any other incident of a serious nature that occurs to a student or staff in the program. (Some examples include: any police involvement, any media involvement, weapons, fire setting, alcohol or drug possession or use while in the program)
8. Emergency termination of a student pursuant to 28.09(12)(b)

Health and Wellness Requirements

All Clearway School students must accrue 8 credits in health and wellness classes which include physical education, health class and social group during high school. Classes are offered each semester during elective times.

State/District Assessments

At Clearway School, students participate in state-mandated testing according to their assigned grade level. The Administrator is responsible for implementation of state mandated testing with appropriate accommodations. Instructional accommodations that are routinely used in the classroom are provided to students taking the test in accordance with the Department of Elementary and Secondary Education's list of acceptable accommodations. The accommodations are determined at each student's annual IEP meeting by the members of the team and include standard and nonstandard accommodations

Each year the Administrator schedules the testing for all students. The Administrator provides in-service training for all test administrators in policy and procedures for

administering the assessments. Testing administrators comply with all test security and ethical requirements.

The Administrator is responsible for complying with all of the responsibilities mandated by the Department of Elementary and Secondary Education in regard to testing.

If a high school student's score report requires ELA and/or math, an Educational Proficiency Plan (EPP) will be developed for that student.

If Clearway School has a student with significant disabilities who is unable to take the standard MCAS tests even with accommodations he/she will participate in the MCAS Alternate Assessment (MCAS-Alt). MCAS-Alt consists of a portfolio of specific materials collected annually by the teacher and student. Evidence for the portfolio may include work samples, instructional data, videotapes, and other supporting information. At the annual IEP meeting the team will decide if the student requires the MCAS Alternative Assessment to measure his/her progress. Clearway School provides written information on the alternate assessment to the parents/guardians of the student. Clearway School's Educational Administrator is trained on alternative assessments and portfolios. If a student should require an MCAS Alternative Assessment by submitting portfolios of their work, the Educational Administrator will train all staff on these requirements.

Progress Reports

Clearway School sends progress reports on each student quarterly (November, January, April and June) to parents/guardians, sending school systems and other designated contacts or agencies. Each student's progress report contains the tutorial report, cumulative grade record, and reports on academic classes in which the student is enrolled.

The tutorial report summarizes the student's progress in meetings with his/her educational counselor. Attached to the tutorial report are the student's goals from their IEP's addressing the student's progress in attaining the goal.

The quarterly reports also contain brief description of the student's courses as they are aligned with the learning standards of the Common Core, a descriptor grid and a summary, which evaluates the student's performance in the class.

Copies of all progress reports are maintained in student's records with documentation of when the reports were sent to parents/guardians, school districts and/or other contacts.

Less Restrictive Placement

Clearway School provides for the transition of students from this placement into their public school to maximize the opportunity for movement to the least restrictive

educational program. Such mechanisms may include, but are not limited to, a capacity for part-time attendance at a public school or other community program or a period of transition from one program option to a less restrictive program option.

During each student's annual IEP meeting Clearway School, staff discuss with the Team whether the student is ready for a full or partial return to their sending public school program. When it is determined that some movement is possible, Clearway School provides wrap around support services, including shadowing, consultation, coordination of schedules and communication with on-site teachers, specialists and other involved personnel.

Clearway School is the least restrictive placement for students as determined at their most recent IEP

Emergency Procedures

Clearway School has established protocols for dealing with a range of crises and emergencies. Staff and students are trained to handle a variety of situations, with regular practice of fire, shelter in place, and lockdown drills, as well as evacuation procedures. Clearway School administration will use text messaging to provide a quick alert messaging to staff. In the event of an actual incident, families will be notified of the situation via School Messenger at the earliest, safe opportunity.

Evacuation and Fire Drills

During orientation, staff review the assigned jobs during fire and/or evacuation drills or emergencies. These jobs include the leader, (the Administrator or other designee who takes over when the Administrator is off-site) and the two staff members have been designated to assist each mobility-impaired student to exit the building. Each year during orientation, students are made aware of evacuation and fire drills will occur periodically throughout the year. Procedures are reviewed and the rationale for these drills are explained. All rooms have a map of the evacuation routes to follow including the location of the nearest stairwell. Students are shown the location of these maps during orientation and information is discussed.

Clearway School practices evacuation drills four times a year. Students and staff quickly exit the school building by the nearest staircase if there is a hazard inside such as a fire, bomb threat, or chemical spill. If the school needs to be evacuated either a fire alarm will go off or all staff will receive an emergency phone message alerting them to evacuate the building. When given this instruction all staff will instruct their students to immediately exit the classroom door and quietly walk to the nearest staircase and exit the building. The staff person will be the last person out of the room and will shut the door behind them. The Administrator or the person acting in that capacity will check all

rooms (including bathrooms) to ensure that all students and staff have exited the building. Once outside all students and staff will meet at Clearway's outdoor space (picnic area). If it has been determined that this space is not safe, the students and staff will be instructed to walk to the designated off-site evacuation location, which is the Jackson Homestead and Museum, located at 527 Washington Street. The Administrator will take attendance (students and staff) to ensure everyone is accounted for. No one will enter Clearway's building until the Administrator has been told the building has been cleared for safety.

In the event of an actual emergency, first responders should be notified by our alarm systems. The Administrator will call 9-1-1 if also deemed necessary. When safe, the Administrator will contact all families to notify them of the event and the safety of their student.

The Administrator completes a written log of each evacuation that includes the date, time elapsed, names of all participants (students and staff) and any visitor who was on site.

At the subsequent staff meeting after the drill or emergency, staff discuss the effectiveness of the evacuation response. If there are to be any changes to procedures to increase effectiveness, staff and students will be retrained and evacuation documents in rooms will be adjusted.

Shelter in Place

In the event of an incident in the surrounding community outside the school building, the local police may require us to shelter in place. The administrator will announce via text that all members of the school should shelter in place. The administrator or designated person will notify all members of the Second Church community of the threat and all doors will be locked and no one will be allowed in the building. Staff are trained to know that this means they must account for all of their students and notify the administrator if anyone is not in their classroom. They will inform the students that they must shelter in place. The administrator will send a message to all parents/guardians that the school is "sheltering in place" and all necessary details will be shared with the families. They will continue their lessons and carry on as usual within the building until they are given other instructions. If the "sheltering in place" is occurring during dismissal time, the administrator will contact the Newton Police to determine whether students are safe to be dismissed. If students and/or staff are off campus, the administrator will notify the local police that we have students/staff out of the building and we will follow the directions of the police. Staff and students who are out of the building will receive a phone call to alert them of the situation and be given instructions following the police recommendations.

Intruder

There are three consistent basic options on how to respond to an intruder. Run, hide or fight. You can run away from the intruder, seek a secure place to hide and/or deny the intruder access, or incapacitate the intruder in order to survive and protect others from harm. As the situation develops, it is possible the options may change.

In the event of a serious threat to the school inside the building, the administrator will send notification out of any information: communicating where the intruder's location is in the building, what is happening, etc. The administrator or designated person will immediately notify law enforcement.

When receiving this message all members of the school should use their judgement whether they are running or hiding. If possible staff should direct students to evacuate. Everyone should run to the nearest exit and meet at the police annex.

In the event staff choose to hide, they immediately lock down their room. This means they should pull the shades, silence all phones, barricade the door, move everyone to a place within the room that cannot be seen from the entry. Staff and students should continue to hide until they receive new information. If the threat is entering the room all should fight, meaning they should move, make noise, throw objects to distract the intruder. Use all means to overpower the threat and run to the nearest exit. As soon as it is safe, staff should report where they are and if they have all of their students, then everyone should evacuate to the police annex.

After the threat has passed, administrators will communicate with parents and families and pick up will be arranged at a safe location.

Change of student's legal status

Clearway School adheres to the legal rights of students who have either reached the age of 18 or have been emancipated.

Prior to turning 18 years old the discussion of legal status takes place at the IEP meeting with the student. If a student is planning to become emancipated at 18 years old, the student will sign all paperwork at that point. The student is also responsible for informing all contacts of their legal status. If the student chooses to share responsibility or chooses to give their decision making to their parent or another willing adult, the sending district and collaterals will be notified as to the student's choice by the student in writing. Should there be a concern regarding this decision, a team meeting will be convened with all appropriate parties.

In addition all parents/guardians must inform the Administrator of Clearway School any changes in the student's legal status, and of the results of any judicial and administrative proceedings concerning the student to the Department of Elementary and

Secondary Education. The Administrator will ensure that if necessary this information will be disseminated to the personnel of the program

Registering Complaints

Any parent/guardian or student who has a complaint regarding their child's/own education and/or that their child has been subjected to discrimination based on legally protected categories (race, origin, gender, religion, sexual orientation, disabilities or homelessness) at Clearway School has the right to file the complaint with Clearway School Administrator. This may be done orally or in writing. When the complaint has been received the

Administrator will investigate the complaint in a fair and expeditious manner. When they have completed the investigation, the Administrator will provide a written decision to the person filing the complaint of the results of that investigation within 10 working days of the original filing. All parents/guardians are given a copy of this policy each year.

Any parent/guardian or student may use this complaint procedure to address any concerns regarding alleged discrimination based on sex or disability.

Obtaining Parent Consent

Clearway School shall notify the placing school district when multiple efforts have been made, yet failed to involve the parent and obtain necessary consent.

Matters requiring parental consent include, but are not limited to, the following:

- In coordination with responsible school districts, IEP related matters
- Emergency medical care
- Medications
- Publicity
- Field trips
- In coordination with responsible school districts, the Parental Notification Law pursuant to Chapter 71, Section 32A concerning curriculum that primarily involves human sexual education or human sexuality issues
- Bullying/sexting curriculum

Student Protections

Clearway School affirms that students will be entitled to all protections and standards in accordance with 603 CMR 18.00, which governs the program and safety requirements for special education schools. The full text of these regulations is included in the reference material and Resource Manual located in the Main Office. The Administrator will be available to meet with parents/students upon request, to review the contents of regulations pertaining to program and safety requirements.

In addition, Clearway School observes the following requirements:

(a) Serious Incidents - Immediate Notification & Reporting

In the event of serious injury or death of a student, criminal activity on the part of a student or staff member or other serious incident affecting the well-being of any student, Clearway School shall immediately notify, by telephone and by letter, the parents, the sending school district(s), any state agencies involved in the student care or program placement and the Department of Elementary and Secondary Education.

(b) Emergency Termination of Enrollment

In case of an emergency termination, which shall be defined as circumstances in which the student presents a clear and present threat to the health and safety of him, herself or others, Clearway School will follow the procedures required under 603 CMR 28.09 (12)(b) and immediately notify the Department of Elementary and Secondary Education.

Supervision of Students

Students are supervised at all times while they are engaged in any school related activity on or off school grounds. During the 2020-21 school year during the Covid Crisis, students will only enter the local community with staff supervision. In other years, we have allowed "open campus" privileges for our seniors, juniors, and sophomores. Students exercising this privilege are required to sign out of the office when leaving the building and their re-entry to the building is monitored by school staff.

There is staff present (including special education teachers, content area teachers, school clinician and speech & language therapist) at all times, during homeroom, mask breaks, and lunchtime. Our direct-care staff (art specialist, music specialist, technology specialist, and other elective specialists) work on a part-time basis and are responsible for students in their care. They each instruct the students in their various fields of specialty. These staff members are given a schedule to follow each semester, which follows the guidelines of the student/teacher ratio. (See block schedule)

In the event of an absence of a teacher at Clearway all efforts are made to hire a qualified substitute teacher. The substitute teacher is responsible for carrying out all duties of the teacher who is absent including remote instruction.

In an emergency or unexpected circumstance, students will be assigned to an appropriate class and teacher that will implement the student's goals and the requirements for student/teacher ratio. Due to the Covid Crisis and/or need the need to

quarantine, there may be times in which students are in a room with a staff while a classroom teacher provides instruction from home.

Student Records

Confidential student records are maintained by Clearway School for all students in its program. Oversight of the student records will be the responsibility of the Administrator. All staff are trained in procedures for handling student records in the first orientation training at the beginning of the school year.

General Statements

1. Student records are secured against loss, defacement, tampering or unauthorized use. Active records are secured each evening in a locked office.
2. Members of Clearway's staff have access to records. Any other professional access (e.g. DESE, school district personnel, etc) will sign a log of access to access the records. .
3. Parents/Guardians and students will have the same rights regarding access to, amendment of, and dissemination to third parties of student records maintained by Clearway School as are provided with regard to public school student records by Massachusetts Student Records Regulations (603 CMR 23.00).
4. Authorized personnel from the responsible LEA, Department of Education and representatives of State licensing agencies will have the right of access to those records as is provided by the regulations with regard to public school records.
5. Records of a student will not be released to third parties without the written consent of the student, if 18 years of age or over, and/or the parents or guardians.
6. Clearway School officials will notify the parents/guardians if their child's records are subpoenaed.
7. Records will be maintained by the school for a minimum of seven years.

Procedure Concerning Requests of Parents or Eligible Students to Review Records

1. Requests to review records are to be made to the Administrator.
2. Access to records will be provided as soon as practical, but within ten (10) days of the initial request.
3. Records will be made available only by specific appointment.
4. Records are to be reviewed only in an area of the school specified by the Administrator.
5. Upon request, copies of information in the record may be given to the parent(s) or eligible student. A reasonable fee for reproduction may be applied.
6. A non-custodial parent is eligible, upon written request, to obtain access to the student's record unless a parent has been denied custody, the parent has been denied visitation rights or has been restricted by a protective order.

7. The parent(s) of eligible student will have the right to add or request deletion of material in the student's record.
8. Original records are not to be otherwise copied or otherwise distributed other than as duly authorized by the Administrator.
9. The records file will be personally checked by the Administrator or designee before any appointed inspection and at the end of the appointment, before the records are returned for filing and before the parent/guardian or student leaves the office.
10. Parents, LEA's and other referring agencies will be provided with one copy of all evaluations or reports as may comprise the student's educational record. Additional copies beyond this number must be at the parent's/LEA's written request.

For the full text of the Student Records Regulations, refer to 603 CMR 23 in the Resource and Reference Manual, located in the Main Office.

Research, Experimentation and Fundraising Policy

Clearway School will not conduct the following without prior notification to, and prior written consent of, the affected student and when warranted, the parent or guardian, and/or student himself/herself if 18 years of age or over:

1. research or experimentation;
2. use of the student or family's name in pictorial, printed or records medium for fundraising, publicity or other purposes.
3. observation of a student

A written copy of the school's consent form, if granted, will be incorporated into the student's record.

Clearway School will not allow, without the written general consent of the student's parents or guardian, observations in the school by persons other than parents of the students, paid staff of the school, representatives of sending school system, authorized staff of the Department of Elementary and Secondary Education, the Regional Review Board or authorized state and federal monitoring personnel.

The consent required under this policy is not required for observations or data collection for purposes of evaluating or documenting the services of the school when carried out by persons having legal authority from the school, the Department of Education, the Regional Review Board, the LEA, the parents and/or authorized state and federal monitoring personnel to perform such evaluation or documentation.

Program Modifications

Clearway School works with public school districts to implement necessary program modifications and support services to effectively serve limited English proficient (LEP) students who need special language assistance. Such program modifications and support services comply with applicable state law (M.G.L.c.71A) and federal law (Title VI).

Procedures:

- A. Unless the student's IEP specifies otherwise or the student has received a waiver, the student shall receive sheltered content instruction and additional instruction in English as a Second Language.
- B. The student shall be afforded the same opportunity to access and participate in the program's services, activities and other benefits as all other students.
- C. It is Clearway School and the district's obligation to determine if a student is LEP. If a student has been placed and appears to be limited English proficient, Clearway School will work with the district to ensure that an evaluation will be done. After the evaluation is completed, students are tested on their ability to acquire English Language Skills on a quarterly basis and the program modification and support services will be increased or decreased as needed.
- D. Clearway School will work collaboratively with the sending school for all implementation of this policy.

Accessibility of Extracurricular Activities

Any extracurricular activities sponsored by Clearway School are nondiscriminatory in that:

- Clearway provides equal opportunity for all students to participate in intramural and interscholastic sports;
- Extracurricular activities or clubs sponsored by Clearway do not exclude students on the basis of race, color, religion, national origin, sexual orientation, disability, or homelessness.

Clearway School provides an after-school activity/team many days per week. These activities are open to all students. Students choose to participate depending on the activity/team provided.

Clearway School's Anti-bullying Policy

Clearway School is committed to providing our students equal educational opportunities and a safe learning environment free from bullying, cyberbullying, and retaliation. All school community members are expected to treat each other with respect, in appreciation of the rich diversity in our school. Clearway School will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. This expectation is an integral part of Clearway School's comprehensive efforts to promote learning; eliminate all forms of violent, harmful, and disruptive behavior; enable students to achieve their personal and academic potential; and allow our students to become successful citizens in an increasingly diverse society.

Clearway School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying and retaliation in school, on school grounds, or during school-related activities including remote learning. Reports documenting bullying and/or retaliation made by students, parents or guardians, or other individuals who are not school members, may be made anonymously and submitted to any Administrator of Clearway School. The Clearway administration 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. This commitment extends to 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 is a comprehensive approach to addressing bullying and cyberbullying. Clearway School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. The Administrator is responsible for the implementation and oversight of the Plan.

Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; on a transportation vehicle or other vehicle owned, leased, or used by Clearway School, and
- 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 Clearway 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.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of the school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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.

Training and Professional Development

A. Annual training for all school staff on the Plan will include:

- Staff duties;
- An overview of the steps that the administration will follow upon receipt of a report of bullying or retaliation; and
- An overview of the bullying prevention curricula to be offered at all grades

Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development

As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on:

- Developmentally (or age-) appropriate strategies to prevent bullying;
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will 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.

Academic and Non-Academic Activities

Clearway School's curriculum will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role playing to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

General teaching approaches that support bullying prevention efforts

The following approaches are integral to establishing a safe and supportive school environment. These 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 for students with disabilities; lesbian, gay, bisexual, and transgender students; and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive approaches to behavioral health, including collaborative problem solving, teamwork, and behavioral supports that aid in social and emotional development
- Modeling and teaching pro-social, healthy, and respectful behaviors;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic activities, particularly in their areas of strength.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents, guardians, or others and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A staff member is required to report immediately to the Administrator any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, guardians, or other individuals who are not school or district staff members may be made anonymously. Clearway School will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report however, Clearway school will:

1. Include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
2. Make the Incident Reporting Form available in the school's main office,
3. Make the Incident Reporting Form available in the most prevalent language(s) of origin of students and parents or guardians.

A. Reporting by Staff

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

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

Clearway School 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 Administrator. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the Administrator.

C. Responding to a Report of Bullying or Retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Administrator 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 aggressor in the classroom, at lunch, on transportation; identifying a staff member who will act as a "safe person" for the target. The Administrator will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Administrator 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 Administrator will promptly notify the parents or guardians of the target(s) and the aggressor(s) of the occurrence and of the procedures for responding to it. There may be circumstances in which the Administrator contacts parents or guardians prior to any investigation.

b. Notice to Another School or District: If the reported incident involves students from more than one school, the Administrator will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action.

c. Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Administrator has a reasonable basis to believe that criminal charges may be pursued against the aggressor(s), the Administrator will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Administrator shall contact the local law enforcement agency if he or she has a

reasonable basis to believe that criminal charges may be pursued against the aggressor.

D. Investigation

1. The Administrator 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.
2. During the investigation the Administrator, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Administrator will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
3. Interviews may be conducted by the Administrator or other staff members as determined by the Administrator. To the extent practicable and given his/her obligation to investigate and address the matter, the Administrator will maintain confidentiality during the investigative process. The Administrator will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Clearway School's policies and procedures for investigations. If necessary, the Administrator will consult with legal counsel about the investigation.

E. Determinations

The Administrator will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Administrator will take reasonably calculated steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Administrator will:

- Determine what remedial action is required, if any;
- Determine what responsive actions and/or disciplinary actions are necessary; and
- Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation

Because of the legal requirements regarding the confidentiality of student records, the Administrator 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 and/or the target's family must be aware of in order to report violations.

F. Responses to Bullying

1. Teaching Appropriate Behavior through Skills-building by

- Offering individualized skill-building sessions based on anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students;

- 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 focus on developing specific social skills
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Administrator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Administrator, 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 Clearway School's code of conduct.

If the Administrator 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 Administrator 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 Administrator 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 Administrator may 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 Administrator or designee will work with appropriate school staff to implement them immediately

Collaboration with Families

A. Parent Education and Resources

Clearway School will offer education programs to parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by Clearway School.

B. Notification Requirements

Clearway School will inform parents and guardians of enrolled students about the anti-bullying curricula that are being used. Clearway School will include the Bullying Plan in the Parent Handbook which is given to the parents and guardians each year.

Harassment Policy

Clearway School is committed to providing equal educational opportunities for all students, without unlawful regard to race, color, religion, sex, national origin, age, sexual orientation, disability, or homelessness in all aspects of education.

We are also committed to maintaining an educational environment free from all forms of discrimination and harassing conduct. We expect all students to conduct themselves in an appropriate manner with concern and respect for all members of the school community.

Harassment on the basis of race, color, national origin, religion, age, sex, sexual orientation, disability, or homelessness in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups.

Sexual harassment is unwanted sexual attention from peers. The range of behaviors include: verbal comments, subtle pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching, as well as rape and attempted rape.

Individuals who believe they are the subject of sexual or other kinds of harassment should report the conduct to appropriate staff and procedures to resolve the problem will begin as soon as possible. No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing reporting harassment.

All reports and/or notice of harassment will be investigated promptly and in an impartial and as confidential a manner as possible, to ensure prompt and appropriate action. Any individual who is found, after appropriate investigation, to have engaged in sexual or other forms of harassment of a member of the school community will be subject to disciplinary action up to and including suspension/termination. An incident report documenting the harassment will be sent to the family, sending school district and, if appropriate, police.

Hazing Policy

All students are welcome into every aspect of our school community. Therefore, it is imperative that each individual feel safe. The hazing of students as part of an initiation into any student organization or class conducted by any individual or group will not be tolerated.

As used in this handbook, “hazing” is defined as “any conduct or method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person.” See G.L. c 269, §§17-19 (below). Any such initiation, which happens during or after school hours, will be referred for disciplinary action, as will persons who, through intimidation, may try to prevent any person or persons from reporting such acts.

In compliance with M.G.L. c. §§ 17-19 Clearway School includes a copy of the anti-hazing law in the student and parent handbook. Clearway School informs student

groups, teams, or any organization and all students enrolled in Clearway School of the hazing policy and submits to the Department of Elementary and Secondary Education documentation that all students have received the anti-hazing law and that they understand and comply with the law.

Massachusetts General Laws -- Chapter 269

C. 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 of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St.1987, c.665.

C. 269, 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 crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

C. 269, 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 postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institution, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St.1985, c.536; amended by St.1987, c.665.

Food and Nutrition Policy General Guidelines

Clearway School collaborates with sending school districts to ensure breakfast and lunch is made available to publicly funded students who were eligible for such meals in their sending school. Additionally, students who are eligible for free or reduced price meal benefits receive the same benefit while the student attends Clearway School. School districts are required to communicate with Clearway School whenever a student is determined to be eligible for a free or reduced price breakfast and/or lunch and/or whenever a student's eligibility status for school meals changes.

Clearway School reviews the availability of meals to students who are publicly funded; according to regulations 603 CMR 18.03(7)/G.L. c 69 1(C); Chapter 346 of the Acts of 1986, sending school districts should do likewise with respect to students placed out of

district by the sending school district. Clearway School initiates communication regarding this issue during the intake process for new students.

Clearway School ensures that students' nutritional and special dietary requirements are met and that they have access to an appropriate number of meals daily that constitute a nutritionally adequate diet and are served at reasonably appropriate times.

Process

1. Clearway School works collaboratively with the sending schools to identify students who are eligible for free or reduced lunch. This screening takes place at intake and again annually in September, the latter to determine if any changes in eligibility have occurred. A copy of this correspondence is kept in each student's individual file.
2. Clearway School does not provide in-house food service as part of its programming (noted in the school's Master Staff Roster, Area 11.6 and related DESE approved budget) and does not have a kitchen facility, as noted in its Facility Description (Area 13.2).
3. Students at Clearway School have several options for food at school:
 - a. Clearway School provides breakfast options to students daily.
 - b. Students are able to bring their own breakfast/lunches/snacks to school.
 - c. Clearway School schedules daily time for breakfast and lunch; students who require additional eating times are accommodated.
 - d. In addition Clearway School has contracted with Newton Public Schools to make lunch available to students on a daily basis. Meals are prepared by Dearborn School, a fully certified site compliant with all related food regulations, and transported to Clearway School on a daily basis using approved heating cooling/transport systems.
 - i. Students who would like to access lunch from Dearborn place orders with the administrative assistant.
 - ii. Students who qualify for free lunch are not charged for lunch; students who qualify for reduced lunch pay no more than \$.40 per lunch. Clearway School works with each sending school district to reimburse the cost of the free lunch. All other students pay the rate set by the Dearborn School.

- iii. All payments are made to Clearway School. Students who qualify for free or reduced lunch utilize the same system; in this manner, no attention is called to any student's financial status.
 - iv. All meals are nutritionally balanced and meet the USDA dietary guidelines.
 - v. Mary Ryan, Administrator at Clearway School, works to ensure communication with the district's students, and families regarding lunch and breakfast services.
- e. Students with special dietary needs can typically have these needs met through the Dearborn Lunch Program, which offers peanut/nut free, vegetarian, and gluten-free options.
4. The school encourages students to eat well balanced diets, but does not force feed or coerce students against their will, except when medically prescribed.
 5. The school schedules in adequate time to permit students to eat at a reasonable, leisurely rate.
 6. Staff are present during meal times to assure that each student receives adequate amounts and variety of food.