



A School of  **JRI**

# Student Handbook

## TABLE OF CONTENTS

<i>Page #</i>	<i>Section</i>
2	Welcome
3	Bay Cove Academy Mission/Vision/Commitment/Statement of Non-discrimination
4-5	Interview, Intake & Admission
6	School Contact, Hours
7-10	Student Confidentiality & Rights
11-18	Bullying Prevention & Intervention
18-19	Anti-Hazing
20-22	Educational Services/Grades/Credits/Report Cards
22	Honor Roll & Honorable Mention/Progress Reports/Graduation Policy
22-23	Absences & Tardiness
23-24	Student Arrival & Transportation
24	Student Re-Entry into Bay Cove Academy
25-32	Student Conduct
33-34	Student Civil Rights
35	Suspensions
36	Terminations
37-38	Bay Cove Academy Dress Code
38	Policy on Sleeping/Cell Phone Policy
39-40	Electronics & Device Use/Technology Inclement Weather Policy COVID-19 & Individualized Student Planning
40	Classroom Rules
41	Homework Parent Advisory Group Gradelink Parent Portal Information
41-43	Nursing & Medical Information
43-44	Emergency Procedures
45-47	Policies & Procedures for Student Behavior & Support
47-49	Therapeutic Milieu

Welcome!

Bay Cove Academy is a special education, therapeutic day school that serves school-aged students between the ages of 12-22. The school exists within the larger agency of the Justice Resource Institute. More information about our agency can be found at <http://www.jri.org>.

Bay Cove Academy operates as a 220 therapeutic day school. Certified special education teachers provide students with a curriculum that is aligned with the Massachusetts Curriculum Frameworks. The curriculum prepares our students for high school graduation and a transition to post-secondary education, career, or vocational training.

Bay Cove Academy promotes transformational learning experiences for students who require alternative pathways for educational and emotional success and growth. Bay Cove Academy utilizes a therapeutic support system in conjunction with trauma informed framework-Attachment, Self-Regulation and Competency (ARC)-to foster a safe, educational environment. The dual approach provides each student with opportunities to increase self-awareness, develop the skills needed to regulate, and access various levels of educational and emotional support.

We are pleased you chose Bay Cove Academy and look forward to working together with you and your Team on your goals!

*Heather Trocki, M.Ed*

Heather Trocki, M.Ed  
Principal

## **MISSION STATEMENT**

Bay Cove Academy utilizes a strengths-based approach to support and empower students to achieve their therapeutic, educational, and vocational goals. We create a safe learning environment by engaging students in alternative pathways to independence and future success.

Our philosophy and practice is to focus on the strengths of adolescents while maintaining high expectations of them so they develop into self-reliant and competent young adults.

## **VISION STATEMENT**

Bay Cove Academy maintains a safe, welcoming environment that fosters the development of strong, trusting relationships with all members of the school community. Staff seek to provide individual support for all students by creating a challenging learning environment through a strengths-based approach to ensure success for all students. Students' individual attributes are recognized and honored, while skills and self-confidence are explored and developed. Staff members seamlessly work patiently with all students and their team of support to ensure growth socially, emotionally, and academically to help students feel empowered with new opportunities and to become responsible citizens upon graduation.

## **COMMITMENT TO EQUAL OPPORTUNITY**

Bay Cove Academy is committed to ensuring equal educational opportunities for all students.

## **COMMITMENT TO QUALITY**

Bay Cove Academy is a private special education program that has Full Approval status from the Massachusetts Department of Elementary and Secondary Education.

## **STATEMENT OF NONDISCRIMINATION**

JRI is strongly committed to providing an inclusive and welcoming environment for our employees and the people we serve. JRI does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, marital status or military status in treatment or employment at JRI, admission or access to JRI or any other aspect of the educational programs and activities that JRI operates. JRI is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, national origin, disability, sex, or age. Inquiries regarding the application of each of the aforementioned statutes and their implementing regulations to JRI may be directed to JRI Senior Vice President and General Counsel Mark Schueppert at 781-559-4900 or 160 Gould Street, Suite 300, Needham MA 02494 or to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921.

## INTERVIEW, INTAKE & ADMISSION

Bay Cove Academy has the following admissions plan in place to best orient and support you and your student to our school. Our goal is to ensure that positive attachments and working relationships are prioritized and developed prior to admission. We look forward to working with prospective students, families, caregivers, guardians, and others involved in their care.

1. The Program Director is the primary contact for all referrals. The Program Director, Heather Trocki, can be reached at (617) 739-1794 ext. 231 or [htrocki@jri.org](mailto:htrocki@jri.org).
2. A referral packet is required for all potential students and should include the current IEP, academic testing and evaluations, immunization records, discipline records, discharge summaries or statement of current status/functioning, MCAS scores, SASID number, and other pertinent information.
3. Within 24 hours of the receipt of the referral packet, the sending school district is contacted, and a determination of whether to pursue a tour and interview is made.
4. The caregiver/guardian, educational surrogate parent or foster parent(s) are then contacted to arrange for a tour and interview. LEA representatives are invited to attend as well.
5. The interview and tour gives the student an opportunity to learn about the school, and the school staff time to assess the needs of the student and determine whether Bay Cove Academy can successfully address those needs. During the interview, the student and caregiver/guardian are provided with an overview of the school, its philosophy, mission and vision, as well as learn about the school's educational, clinical, and transitional services. In alignment with the Department of Early and Secondary Education regulations, accepted students and their caregiver/guardian are provided with information on student and parent rights, bullying and anti-hazing policies, restraint policy, treatment team involvement, student expectations, student discipline, the health program and emergency and preventative health procedures, and termination procedures. The student and caregiver/guardian will receive a copy of the student handbook and current school calendar, as well as other relevant information about the school and its policies in the admissions packet. Furthermore, Bay Cove Academy maintains a copy of the policies and procedures manual on campus. Students and caregiver/guardian are provided with written notice that the policy and procedure manual is available upon request.
6. Within 48 hours of the interview, the Administrative Team at Bay Cove Academy will make a determination if the school is able to meet the needs of the student. Half-day school visits are also offered to the prospective student. Attending a half-day school visit allows the student to be familiarized with what a school day can look like at Bay Cove Academy. These visits also allow staff to further evaluate the needs of the student as well.
7. The Program Director will then notify the LEA from the sending school district to discuss the decision. If a student is accepted, the sending school district will speak with the caregiver/guardian and make a determination if the student will attend Bay Cove Academy.
8. If the LEA and caregiver/guardian have agreed to send the student to Bay Cove Academy, guardians must complete the admissions packet that contains releases, policies and procedures, as well as, an acknowledgement they have received the student handbook. The school requires a signed placement agreement, a valid IEP, current transcripts, immunization record and proof of medical physical (including vision, hearing, and postural screenings and dental exams within 12 months of admission prior to starting Bay Cove Academy.) Should a student be placed and not have a current physical, one will be required within the first 30 days.

9. Students may not begin enrollment until all necessary documents within the admissions packet are completed along with the confirmation of a received placement agreement.
10. On the day of admission, the school offers a treatment team meeting to orient the student, caregivers and collaterals.
11. On the student's first day, the student's assigned clinician or milieu coordinator will be the point person to help orient and familiarize the student with the structure, daily routine and physical plant of the school. The staff member will review the school's policies and procedures, routines, and expectations. The student will meet with their clinician to complete initial assessments and begin to build rapport. A school administrator or the clinician will update the caregiver/guardian on the student's progress throughout the day.

## **SCHOOL CONTACT INFORMATION**

Address: 156 Lawton Street, Brookline, MA 02446

Main Number: (617) 739-1794

Fax Number: (617) 739-2187

All school staff have email. The email address for connecting with a school staff is as follows:

First initial of first name, last name, @jrischools.org. For example: John Smith would have an email address of [jsmith@jrischools.org](mailto:jsmith@jrischools.org)

Information regarding a student's absence, late arrival, or early dismissal, or any other essential information should be communicated to (617) 739-1794.

The student's clinician serves as the primary liaison between the school and the student's treatment team. The name of the student's clinician, phone extension and email address will be provided to all treatment team members upon admission to Bay Cove Academy.

## **SCHOOL YEAR HOURS**

Bay Cove Academy is a 220 day therapeutic school. Our hours are 8-2:20 Monday, Tuesday, Thursday and Friday, and 8-12:30 on Wednesdays.

## Student Confidentiality and Rights

### *Bay Cove Academy Annual Notice-The family Education Rights and Privacy Act Massachusetts Student Record Regulations*

The Family Education Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's educational records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting Bay Cove Academy's Director. The information is also located in the Parents Rights manual in reception.

(a) **The right to access** the student's education records. Parents or eligible students should submit their request for access to Bay Cove Academy's Director. Access is **generally provided** within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the school Director on an annual basis. Information about these procedures can be obtained from the primary clinician.

(b) **The right to request amendment** of the student's education records. Parents or eligible students should direct their request to the Bay Cove Academy Director, clearly identifying the part of the record they wish to have amended, and why.

(c) **The right to consent to disclosure** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with our school and Public Schools and who need access to a record in order to fulfill their duties. Bay Cove Academy also discloses student records without parent/eligible student consent to officials of other private or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

Bay Cove Academy does not release directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic team members, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student wants to request the release of any of the above information, the parent/eligible student may state that request in writing to Bay Cove Academy's Director. Absent receipt of a written request, the directory information will not be released.

As required by federal law, the school routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the



event a parent or eligible student objects to the release of any of the above, the parent/eligible student may state that objection in writing to Bay Cove Academy's Director. Absent receipt of a written objection from the parent or eligible student (within two weeks from the date of the notice), this information will be released without further notice or consent.

(d) **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 40 Maryland Avenue SW, Washington DC.

**1 Note to school officials: This form has been prepared by Stoneman, Chandler & Miller to assist school districts in providing annual notice as required by the Family Education Rights and Privacy Act ("FERPA") at 20 USC 81232h and the Massachusetts Student Records Regulations at 603 CMR 28.00.)**

**2 Note to school officials: Section 9528 of the Elementary and Secondary Schools Act of 1995 (20 USC §7908), as amended by the No Child Left Behind Act of 2001 and 10 107), requires disclosure of directory information to military recruiters and institutions of higher learning unless the parent/eligible student objects.**

## **Rights and Responsibilities of Persons Served**

*These rights and responsibilities extend to the parents/guardians in the case of those persons served in JRI programs who are minors, have legal guardians, or who are unable to understand their rights because of mental, physical or emotional limitations.*

### **Your Rights**

1. You have the right to receive services regardless of age, race, creed, religion, sex, ethnicity, color, sexual orientation, gender identity, cultural heritage, national origin, source of financial support, homelessness, marital status, age, physical or mental disability or degree of disability or other such basis as may be prohibited by law.
2. You have the right to an Individualized Education Plan (IEP), reviewed at least quarterly by your multidisciplinary team. You have the right to have input into the development of your IEP as a member of the Team. You have a right to request a review of your IEP or to request an independent opinion from a consultant at your own cost.
3. You have the right to clear and effective communication about your treatment and rights and responsibilities. Staff will assist you in understanding these communications. You have a right to know the qualifications of your providers and to request a change in provider (including clinical interns, all of whom are directly supervised by licensed providers) if necessary. You have a right to know any risks, side effects, or benefits of services and interventions. You have a right to know what alternative treatments are available to you.
5. You have the right to be informed about transition and discharge planning, and to provide input into these decisions as a Team member.

6. You have the right to refuse treatment.
7. You have a right to informed consent, and to refuse to be part of any study or research that is proposed to you.
8. You have a right to ask questions about these rights by contacting the school's Human Rights Officer or the Program Director. You have a right to present a concern or complaint of the care you receive, and the right to a response from the school. If you feel your concern or complaint has not been resolved with the school, the Department of Elementary and Secondary Education has a Problem Resolution System which can be reached at [www.doe.mass.edu/pqa/prs](http://www.doe.mass.edu/pqa/prs).
9. You have the right to know the cost to you of services you receive, the source of payment, and any limitations placed on the duration of services.
10. You have the right to be free from mental, physical, sexual and verbal abuse, neglect, excessive force, psychological or emotional abuse, retaliation, humiliation, exploitation, or hazing

### **Your Responsibilities**

1. You have a right to know what is expected of you while at school with JRI. You are provided with a copy of the school's Handbook and Student Conduct, which describe these responsibilities.
2. You have rights to privacy and confidentiality, which are outlined in the JRI notice of Privacy Practices and the JRI Limits on Confidential Communication.
3. You have a responsibility to give correct and accurate information about your situation and problems, including what you have done in the past to address them. You have a responsibility to tell us if anything changes regarding your health or situation.
4. You have a responsibility to ask for help if you do not understand what we say about your care, rights or responsibilities.

### **Student Complaint and Grievance Policy Notice**

We look forward to working with you to resolve any concerns that may arise! Bay Cove Academy welcomes feedback and takes complaints seriously, students and parents are encouraged in the complaint process should a concern arise. The school aligns with the JRI policies on complaint investigation and resolution. Complaint forms are available on the Rights board and are available to students and from the Human Rights Officer. The Human Rights Officer as well as any staff member is available to assist any one with completing the Complaint and Grievance Form. Staff are also expected to file a report on behalf of a student or parent should a complaint be expressed verbally.

Complaints are defined as any situation that arises from a concern about the treatment of the person served by JRI programs and services. This includes any situation or action that the person submitting the complaint may have considered to be dangerous, illegal, or inhumane, violated the JRI Rules of Conduct or violated professional ethics.

If you, as a student receiving services from Bay Cove Academy, a program of Justice Resource Institute, or any other interested party, including staff, parents, advocates, or other interested persons, have a complaint or grievance, you are encouraged to first discuss the matter with the staff involved.

*It is important to note that complaints will NOT result in retaliation or barriers to services.*

Staff will work with you to resolve the situation. Staff may involve their supervisor if that would be helpful. Within three school days, staff will inform you of any actions that will be taken. If the complaint is not resolved at this level, or if you choose, you may make a complaint in writing by completing the JRI Complaint Form. Complaint forms can be found in each classroom, or from the Human Rights Officer. You also may make a complaint by speaking to the Human Rights Officer or any other senior program staff.

The Human Rights Officer and all staff are available to assist anyone who needs help filing a complaint. Completed complaint forms may be delivered in a sealed envelope, or given to any staff or supervisor, who will ensure that they are given to the Human Rights Officer, who will then log the complaint and report it to the Program Director by the next school day.

For non-abuse issues, the Rights Officer (or member of Ad-Team) will investigate the situation and take corrective action where necessary within three school days. If the issues are not clear cut or require further investigation, it may be referred to the Program Director, Lauren Cohen. The Human Rights Officer will let you know about any decision made. If you are not satisfied with the decision, you can appeal to the program's supervising Division Director, Superintendent Lindsay Savageau within three days of receiving the response. This appeal will be resolved within ten school days and you will be notified of the decision. You also have the option of consulting with your attorney.

Bay Cove Academy has appointed Heather Trocki as Human Rights Officer. The Human Rights Officer works closely with the Program Director to ensure that all program policies and practices are in place keeping with the letter and the spirit of the human rights provisions of the state regulations for the Department of Elementary and Secondary Education.

In addition, if you have a concern about the safety and quality of care provided at the school, that has not been resolved at the program level, you can contact the NRI Corporate office at the following address: JRI Corporate Offices, 160 Gould Street, Unit 300, Needham, MA 02494-2300 or the JRI Compliance Officer at [privacyofficer@JRI.org](mailto:privacyofficer@JRI.org).

## **Bullying Prevention and Intervention Plan**

Bay Cove Academy (BCA) is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, and, generally, feel safe in all areas of school. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. Bay Cove Academy takes a comprehensive approach to addressing bullying and cyber-bullying, and is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. BCA will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school building, on school grounds, or in school related activities. We will promptly investigate all reports and complaints of bullying, cyber-bullying, and retaliation, and take immediate action to end that behavior and restore a sense of safety. We will support this commitment in all aspects of our school community, including curricula, clinical work, staff development, and parent/guardian involvement. The school expects that all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences.

### **Definition of Bullying, Cyber-Bullying, and Retaliation**

Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at another student that:

- a. causes physical or emotional harm to the student or damage to the student's property;
- b. places the student in reasonable fear of harm to himself/herself/themselves or of damage to their property;
- C. creates a hostile environment at school for the student;
- D. infringes on the rights of the student at school; or
- E. materially and substantially disrupts the education process or the orderly operation of the school.

For the purposes of this policy, bullying will include cyber-bullying.

**Cyber-bullying** is defined as bullying through the use of technology or any electronic communication, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying will also include:

- a. The creation of a web page or blog in which the creator assumes the identity of another person, or
- b. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

- c. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Retaliation against or intimidation of a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior. Such retaliation or intimidation may result in disciplinary action.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

Bullying shall be prohibited:

- on school grounds;
- on property immediately adjacent to school grounds;
- at a school-sponsored or school-related activity, function or program whether on or off school grounds;
- at a school bus stop;
- on any form of transportation to and from school (i.e. school bus, van, taxi)
- through the use of technology or an electronic device owned by BCA.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned by BCA if the bullying:

- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of the school.

### **Prevention and Intervention Plan**

The Principal in collaboration with the administrative team shall oversee the development, monitoring and updating of a prevention and intervention plan, in consultation with all stakeholders, which may include teachers, school staff, professional support personnel, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated, if needed, once a year.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan.

### **Reporting**

#### **Students**

BCA expects students who believe they have been subjected to bullying, cyber-bullying, or retaliation, or who witness or become aware of an instance of bullying or retaliation involving another student or bullying behavior by a staff member towards a student, to report it to the principal, a teacher, therapist, or any adult staff member. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with school personnel. This report is best if done in direct conversation with

the staff member, but may also be done by other means or through the student's parent/guardian. The report may also be submitted anonymously.

Any **staff member** will report immediately to the principal or designee when he/she/they witnesses or becomes aware of conduct that may be bullying or retaliation.

### **Parents/guardians**

BCA expects parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Parents/guardians, and others may request assistance from a staff member to complete a written report. This report to the principal is best if done in direct conversation but may also be done by email, phone message, or other written communication.

**Anonymous reports** of bullying, cyber-bullying or retaliation, or reports by students or parents/guardians who wish to remain anonymous may be submitted to teachers and school administrators and will be investigated. No disciplinary action will be taken based solely on an anonymous report.

A **Reporting Form** will be made available for use by any party. This form may be submitted directly to the principal or sent anonymously to the principal of the school.

**False Reports** submitted knowingly alleging bullying, cyber-bullying, or retaliation will be subject to disciplinary action.

## **Investigating and Responding to Reports**

Upon receipt of a report of possible bullying, cyber-bullying, retaliation, or intimidation, the school principal or designee will, before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged student and/or to protect the alleged student 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 student and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the student; and altering the aggressor's schedule and access to the student. The principal or designee will take additional steps to promote safety during the course of and after the investigation as necessary.

In conducting an investigation, the principal or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school. Consequences may be necessary even if the student indicates the aggressor(s) behavior is permissible.

The principal or designee will promptly conduct an investigation. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, student, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. The principal or designee is required to investigate all reports of potential acts

of bullying or cyberbullying. This obligation exists regardless of requests from reporters to not investigate or talk with certain students or individuals. We encourage reporting, but reporting on the condition that no action will be taken or limits placed on the investigation cannot be accepted.

As much as possible, confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

#### **Steps of the Investigation:**

- a. Report is received;
- b. Interview the student and assess the level of threat present;
- c. Interview reporter, if other than student, and note and interview other witnesses (especially adults) or any online involvement;
- d. Interview the alleged aggressor(s);
- e. Determine the merit and plausibility of the report; and
- f. Determine the circumstances and establish disciplinary or other consequences, if necessary.
- g. Write an incident report detailing the results of the investigation.

### **Consequences and Responses to Bullying**

If the school Principal or designee determines that bullying, retaliation, or intimidation has occurred and consequences are merited, the school principal or designee will:

- a. promptly notify the parents/guardians of the student and the aggressor about the results of the investigation and what action is being taken to prevent further acts of bullying or retaliation.

NOTE: All notice to parents must comply with applicable state and federal privacy laws and regulations.

Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the student's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the student must be aware of in order to report violations.

- b. notify the LEA team chair;
- c. take appropriate disciplinary action;
- d. notify the local law enforcement agency if she/he has a reasonable basis to believe that the incident may result in criminal charges against the alleged aggressor. If the local law enforcement is notified, the Principal shall document the reasons for the decision. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, the Principal shall respond to the behavior as is appropriate within BCA's disciplinary policies.
- e. If an incident of bullying, retaliation or intimidation involves students from other schools, the Principal or designee will promptly notify the appropriate administrator of the other school so that appropriate action may be taken.
- f. parents/guardians will be informed about the DESE problem resolution system and, if needed, be given assistance in navigating the process.

## **Consequences and Support Services**

Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the student and other students. Accordingly, there is no one prescribed response to verified acts of bullying and retaliation. Consequences and disciplinary action will be applied in accordance with BCA's disciplinary policies. The responses will range from redirection of future behavior to suspension from school. These actions will escalate in severity for repeated incidents or with the severity of the implication of the negative conduct. The specific action will be age appropriate, concrete, and immediate. The nature and extent of disciplinary action imposed or consequences applied is a matter within the sound discretion of the Principal or designee. The Principal will balance the need for accountability and safety with the need to teach appropriate behavior.

Actions may be accompanied by a referral to counseling or other therapeutic support in the community. However, since all students at Bay Cove Academy have an on-site individual therapist, counseling will be provided to targets and aggressors as standard BCA protocol. In addition, BCA is able to provide family counseling to appropriate family members of the involved students.

Consequences and discipline for acts of retaliation will be imposed at the same, or more severe, level as the underlying bullying, cyber-bullying, or inappropriate behavior. Students who are not primary participants in the reported act of bullying, cyber-bullying, or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved. "Joining-in" is a form of endorsing the behavior. Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a student is in fear or is being threatened, the Principal will develop a safety plan to immediately take steps to limit and control the behavior of the aggressor(s) who is causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up. The same procedure will be followed to protect a student who reports bullying, provides information during an investigation of bullying, and/or witnesses or provides reliable information regarding an act of bullying.

The Principal or designee will periodically follow-up with the student(s), and his/her/their parents, involved in an incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

### **Protection for All**

All segments of the Bay Cove Academy community must work together to address the problem of bullying. This means that teachers, administrators, clinicians, milieu staff, career development, parents/guardians, and students need to cooperate as they assess the scope of the bullying problem in the school and devise strategies to respond to it effectively in order to keep all students from becoming victims. BCA affords all students the same protection regardless of their status under the law.

Bay Cove Academy is continuously assessing the extent that bullying is a problem at the school. Bay Cove Academy staff meet regularly in multiple forums to discuss students and to be vigilant about preventing any bullying behavior from occurring in the school community. When bullying is detected, staff intervene immediately and follow BCA policies and procedures.



We recognize that all students who attend BCA may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics such as physical appearance, sexual orientation, gender identity or expression or mental or physical disability. BCA will administer a student survey developed by the DESE every four years to assess school climate and the prevalence, nature, and severity of bullying in schools.

## **Professional Development for Staff**

### **Annual staff training**

Annual training for all school staff on the Bullying Intervention and Prevention Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered. Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired.

### **Ongoing professional development**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying and cyberbullying. Training will also provide staff information about students who are at risk for bullying and cyberbullying, information regarding cyber bullying, social media, and internet safety issues and risks.

Additional areas included in staff training include:

- a. promoting and modeling the use of respectful language;
- b. fostering an understanding of and respect for diversity and difference;
- c. building relationships and communicating with families;
- d. constructively managing classroom behaviors;
- e. using positive behavioral intervention strategies;
- f. applying constructive disciplinary practices;
- g. teaching students skills including positive communication, anger management, and empathy for others;
- h. engaging students in school or classroom planning and decision-making;
- i. maintaining a safe and caring classroom for all students;
- j. self awareness of power differential between staff vs. students as well as between students and students;
- k. understanding and recognition that all students in the school have characteristics that place them at risk for being bullied or being a bully.

### **Publication and Notice**

Annual written notice of the relevant sections of the bullying prevention and intervention plan are mailed to students and parents/legal guardians. Included in this information is student curriculum and instruction regarding bullying, cyberbullying and internet safety. This information is also included in the student handbook.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The staff will be trained annually on BCA's bullying prevention and intervention plan.

Relevant sections of the bullying prevention and intervention plan relating to the duties of staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the BCA website.

### **Curriculum and Instruction**

Bullying prevention is incorporated into all aspects of Bay Cove Academy's school culture. It is deeply embedded into our curriculum, our therapeutic work, and our career counseling. Our bullying instruction takes place in the classroom through formal instruction as well as adherence to clear classroom rules and expectations; during individual therapy, therapeutic group work, process meetings, general milieu counseling; and career counseling regarding workplace expectation and job coaching.

Bullying prevention instruction emphasizes, among other things, the following:

- a. using scripts and role plays to develop skills;
- b. 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;
- c. helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- e. enhancing students' skills for engaging in healthy relationships and respectful communications; and
- f. engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- a. setting clear expectations for students and establishing school and classroom routines;
- b. creating safe school and classroom environments for all students;
- c. using appropriate and positive responses and reinforcement, even when students require discipline;
- d. using positive behavioral supports;
- e. encouraging adults to develop positive relationships with students;
- f. modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. using the Internet safely; and
- i. supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **Application to Students on Individualized Education Programs**

When the IEP Team determines the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his/her/their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include a particular focus on the needs of students whose disability affects social skills development.

## **Anti Hazing Disciplinary Policy**

Bay Cove Academy (BCA) is committed to providing all students with a safe learning environment that is free from any kind of harassment including hazing, bullying, and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of harmful and disruptive behavior.

Bay Cove Academy will follow the Massachusetts anti-hazing law, specifically all elements of M.G.L. c. 269, Sections 17-19 and discipline students accordingly. Hazing is a crime and if any student is engaged in hazing as defined by the law, Bay Cove Academy will take immediate steps to intervene in the situation and the police will be notified.

Bay Cove Academy issues a copy of the policy on An Act Prohibiting the Practice of Hazing, M.G.L. c. 269, ss17-19. to each student enrolled at our school. Parent/guardians and students are to sign stating that they have received a copy of the policy and agree to comply with the law. The school files, at least annually by October 1st, a report to DESE certifying:

1. The school has issued a copy of M.G.L. c. 269, ss 17 through 19 to every student enrolled in our school.
2. The school has obtained acknowledgement of receipt from a parent/guardian and student who has received a copy of M.G.L. c. 269, ss 17 through 19.
3. The school has adopted a disciplinary policy that has been included in our Student Handbook and is explained to and discussed with all students.

Hazing is defined by DESE as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

Students who engage in this behavior either as organizers or as participants will be subject to interventions in keeping with the Student Conduct. School employees investigate all allegations of hazing, and investigations are overseen by the Human Rights Officer. If a case of hazing is proven to have taken place, either on or off the school's campus, disciplinary action may be warranted, as outlined in the Student Conduct.

## **Commonwealth of Massachusetts: Anti-Hazing Law**

**Chapter 269: Section 17. Hazing; organizing or participating; hazing defined** Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

**Chapter 269: Section 18. Failure 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.

**Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report** 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. Any additional safety concerns or policy violations at the discretion of school administration.

## **GENERAL SCHOOL INFORMATION**

### **Educational Services**

Bay Cove Academy offers a comprehensive middle and high school course of study which is aligned with the Massachusetts Curriculum Frameworks. The school year is divided into five marking terms, from September to August, which includes the six-week summer term.

#### ***Speech and Language & Occupational Therapy***

Bay Cove Academy offers services by a certified Speech and Language Therapist and Occupational Therapist that works collaboratively with teaching staff to strengthen student's communication and social skills (including speech, comprehension and the use of pragmatics), as well as fine motor skills. The services are offered to students based on their Individualized Education Plan.

#### ***Services & Testing Beyond the Scope of Bay Cove Academy***

Any additional services listed in the student's Individualized Education Plan will be discussed with the treatment team prior to admission, or as implemented during Team meetings. Bay Cove Academy will allow testing and/or observations funded by the sending school district or community-based treatment team. Any additional services provided by the community or by other providers will not be funded by Bay Cove Academy with the exception of tutoring costs if a student requires hospitalization.

#### ***Transitional, Vocational & Gap Year Opportunities***

Bay Cove Academy provides transitional and vocational experiences that focus on developing students' individual strengths and interests. On campus and community-based experiences and activities are geared towards developing life and work skills pertinent to post-secondary success. Each student has the opportunity to develop their own roadmap for educational, financial, and career readiness with the support of Bay Cove Academy.

Bay Cove Academy offers gap year services, in collaboration with the sending school district, for students who require additional services beyond their 12th grade year. These plans are individualized to each student's unique needs and may include MCAS review, preparation, and facilitation, credit recovery, dual enrollment, Hi-Set review and preparation, job exploration and placement, vocational skills certifications and training, and independent living skills. The gap year program is a continuation of a student's enrollment and IEP services. Students enrolled are expected to follow the school's code of conduct, and all policies and procedures. Students enrolled in Bay Cove Academy's gap year programming have full access to educational and therapeutic support, including individual and group therapy and check-ins as needed.

#### ***Pre-Employment Skills & Career Exploration***

Bay Cove Academy provides educational support and skill building opportunities for students to explore the job application process, build a resume, practice and develop interview skills, and contact references.

Students also have the opportunity to meet professionals in specific career settings in order to observe or volunteer to gain exposure and assess their interests. Additionally, students have the ability to work both on campus and through our many community-based partnerships within Brookline and the Greater Boston area.

### ***Post-Secondary Education Exploration***

Bay Cove Academy partners with local colleges where students have the opportunity to tour campuses, learn about specific educational paths, explore college life, and discover resources.

Bay Cove Academy offers eligible students the opportunity for dual enrollment at local and online colleges. Approval to participate in an IEP Team decision. Funding is not provided by Bay Cove Academy.

### ***Career Interest Inventory & Assessment***

Bay Cove Academy utilizes various assessment tools to identify student's areas of strength, interests, and values. Each student has the opportunity to develop a portfolio cataloging assessment data and areas of growth and individual needs

### ***Independent Life Skills***

Bay Cove Academy facilitates a curriculum that fosters independent life skills such as daily living, transportation training and acquisition, and financial independence. Students have the opportunity to apply learned skills through community integration such as shopping with a budget and accessing public transportation.

### ***Internship, Volunteer Opportunities & Community Service***

Bay Cove Academy provides opportunities for students to participate in a variety of internships, volunteer opportunities, or community service activities in order to help further develop their strengths, skills, and interests. These experiences help students to build community connections while developing a stronger sense of self. School staff work with students in the community to teach and model appropriate vocational skills and social interactions.

## **Grades & Report Cards**

Grades and report cards are distributed at the midpoint and end of each marking term and the summer program. There are four categories considered in tallying an overall grade:

1. Work Completed Points Average (from Daily Points)
2. Behavior/Effort Points Average (from Daily Points)
3. Achievement Average
4. Homework Average

Individual teachers determine what elements go into Achievement Average for a particular class. This may include tests, quizzes, projects, papers, written classwork, etc. Homework is typically averaged as extra credit.

## **Grades and Credits**

Students receive a final letter grade for each class according to our grading formula. Credits are assigned only if a student receives a passing grade and attends class a minimum of 60% of the scheduled periods. Regardless of a student's earned grade, if a student attends class less than 60% of the scheduled periods he/she/they will receive an NG (No Grade) for the class and earn no credit for the class.

## **Honor Roll & Honorable Mention Criteria**

Students who receive all A's and B's on their report cards are placed on the honor roll for that term.

Students who receive all A's and B's and one C on their report cards will receive Honorable Mention for that term.

## **Progress Reports**

Bay Cove Academy issues quarterly progress reports reflecting student's progress towards their Individualized Education Plan. Student's sending school districts and caregivers/guardians will receive a copy of the student's progress reports in the mail.

## **Graduation Policy**

- Students may graduate from Bay Cove Academy (BCA) after they have completed all requirements of BCA, their sending district, and have passed the required MCAS exams. Diplomas are granted by Bay Cove Academy and/or the sending district.
- All students meet regularly throughout their senior year with the Education Director, their clinician and others to plan for their upcoming graduation.
- There are two formal graduation ceremonies per year (as needed) in January and June
- All students may participate in either or both the Bay Cove Academy graduation ceremony and the graduation ceremony of their assigned public school.

## **Absences & Tardiness**

### Absence:

It is the student's responsibility to attend school. In order to receive a grade, they must maintain regular class attendance. Unexcused absences will result in zeros for that day. This will affect the student's grade and earning of credits.

If a student is ill or has an important appointment during school hours, the caregiver/guardian should call the school each day to excuse the student's absence. If a student is absent and has not notified the school, the Milieu Coordinator will call the caregiver/guardian.

Chronic absenteeism will be addressed on an individual basis with parents, clinician and/or an administrator.

### Excused Absences

Bay Cove Academy excuses absences due to illness, hospitalization, court appearances, and medical appointments which require a day's absence from school. These absences are verified by the school.

Tardiness:

If a student is going to be late, they are expected to call the school. If a student chronically arrives after 8:15am with an unexcused lateness, the Milieu Coordinator and/or Administrator will contact the student's caretaker/guardian to discuss the chronic tardiness and brainstorm possible interventions.

## **STUDENT ARRIVAL & TRANSPORTATION**

Once students arrive\* at Bay Cove Academy they will be expected to come into the building immediately. Students who do not enter the building and sign-in immediately upon arrival will be considered late. Students who arrive late will be marked tardy on their attendance records, and have their caretaker/guardian notified. Students who have a pattern of lateness may have this behavior addressed through a change in program or meeting with an administrator.

\*Arrival will be defined as being in eyeshot or earshot of the school building. This includes across the street, next to or behind the building, etc.

### **Vehicle Transportation**

This service is provided by the public schools for those students in need of transportation. In order to assure the safety of the students and the driver, the following rules must be followed:

- The driver is in charge of the vehicle, and his/her/their directions must be followed.
- Fighting, horsing around, or any other behavior that may jeopardize safety is not permitted on the vehicle. This includes yelling, hanging out the windows, or harassing other students or the vehicle driver.
- Students may not move from seat to seat in the vehicle, must put on their seatbelts, and remain in their seats. Seatbelts must be worn at all times.
- There is no smoking/vaping/e-cigarette smoking on the vehicle.
- Students must stay in their vehicles until 8:00am each morning as the vehicle company is responsible for students until that time.

All students involved in a behavioral incident on the vehicle must meet with an administrator and/or the Milieu Coordinator. During this meeting, consequences for the behavior will be determined. Possible consequences include:

- An incident report written by the driver.
- The transportation company may, in collaboration with the students LEA, suspend a student from the vehicle for a predetermined amount of time.
- Any consequences appropriate to the situation, consistent with Bay Cove policies.
- Parents/legal guardians will be notified.



## **Policy Regarding Vehicle Arrival**

Students who arrive by vehicle or cab MUST remain on these vehicles until 8:00am when Bay Cove Academy opens its doors. The reason for this is simply safety. There is NO supervision by Bay Cove Academy prior to 8:00am. Until 8:00am, the bus drivers are responsible for the safety and well-being of the students they are transporting to school.

If vehicle problems or non compliance with vehicle arrival policy occurs, a meeting may be held with caregiver/ guardian, other outside collaterals, and the student to discuss and resolve this issue.

## **Students Driving to School**

Bay Cove Academy helps prepare students to become skilled and responsible citizens. One way Bay Cove Academy supports that is by allowing students to independently transport themselves to and from school when eligible to do so. This is a privilege that students must earn and the following expectations must be followed at all times:

- Students must be enrolled and have attended Bay Cove Academy for minimally six weeks before transporting themselves to and from school.
- Students must have written permission from their caregiver/guardian if the student is under 18 years of age.
- Students must submit a copy of their valid driver's license, car registration, and insurance to Bay Cove Academy staff. Additionally, students must have written permission from the owner listed on the car, if this person is not the caregiver or guardian.
- Students must be in good academic and behavioral standing.
- Students must remain at Bay Cove Academy for the duration of the school day unless an excused dismissal has been agreed upon.
- Students must turn their vehicle keys in to Bay Cove Academy staff upon arrival to school.
- Students may not return to school after they have been dismissed for the day.
- Students may not transport other Bay Cove Academy students to or from school.
- Students' keys will be withheld if the student is presenting with dysregulation and/or unsafe behaviors.

*PLEASE NOTE: Bay Cove Academy does not have or offer parking spaces for students. Students must find a legal place to park that doesn't require feeding a meter or moving the car during the time he/she/they are in school. If a student is interested in learning more about parking in Brookline, they can visit the Brookline, MA parking website at <https://www.brooklinema.gov/149/Parking>.*

## **Student Re-Entry into Bay Cove Academy**

Students who have five or more excused or unexcused absences or who have been suspended from school will be expected to have a re-entry meeting when they return to Bay Cove Academy. The re-entry meeting will be conducted by an administrator, the Milieu Coordinator or the student's therapist.

The purpose of the meeting will be to check in with the student, assess his/her/their readiness to return to class, bring students up-to-date on anything he/she/they may have missed, and generally re-orient the student to school.

## STUDENT CONDUCT

Bay Cove Academy prides itself on being a safe and therapeutic environment. The physical and emotional safety of all students, school staff, and the greater community are taken very seriously. All members of the school community play a pivotal role to ensure that a positive school culture is conducive to academic learning and social and emotional growth.

The following activities are not allowed at Bay Cove Academy and may result in loss of school privileges and/or disciplinary action, up to and including emergency termination:

### Smoking/Vaping Policy

Bay Cove Academy has a clean air, no smoking/e-cigarette smoking/no vaping policy. State and town laws prohibit smoking in public buildings. **There is no no smoking/e-cigarette smoking/no vaping on Bay Cove Academy property.**

If a student chooses to bring cigarettes, a lighter or matches, e-cigarettes, or vaping paraphernalia into the building, these items will be confiscated. There is no passing of cigarettes or vaping paraphernalia in school. If students are caught passing these items or smoking/vaping on Bay Cove Academy property, they will be subject to searches (please refer to search policy for more information), loss of locker privileges, a call home to the caregiver/guardian, and possible school suspension

*\*Flicking a lighter in school and/or lighting a match in school is considered dangerous behavior. Please refer to this policy for more information.*

### Drugs, Alcohol and Controlled Substances

1. Drugs, alcohol and/or controlled substances will **NOT** be allowed on Bay Cove Academy property.
2. If a student is suspected of carrying drugs, alcohol or controlled substances, the student will be told of this suspicion and asked to agree to a search of his/her/their pocketbooks, lockers, and coats. If any substances are found, they will be immediately confiscated. Police may be notified.
3. If the student does not agree to the search, he/she/they will be suspended for the day and asked to leave the school building immediately. His/her/their parents and other concerned persons will be called. No student under the age of 18 will be sent home unless it is first determined that a responsible adult is available to receive the student or with consultation with the parent.
4. If drugs, alcohol and/or controlled substances are brought into the school, the following will occur:
  - Participation in a process meeting.
  - Parent/legal guardian, probation officer, and any other concerned persons will be notified.
  - At the time of the incident, a decision will be made as to whether the student is in control enough to remain in the building or whether the student's parent/legal guardian will be called to pick up the student from school.
  - School suspension.
  - Re-entry meeting with parent/guardian before returning to classes.

- Plan for repair work when appropriate.
- Drugs, alcohol, and/or controlled substances will be destroyed or handed over to the police at the discretion of the school administrator.

### **Drug Paraphernalia**

Drug paraphernalia is defined as any equipment or personal belongings used for the purpose of taking controlled substances\* (i.e., rolling papers, pipes, etc.)

#### **Drug paraphernalia will NOT BE ALLOWED on Bay Cove Academy property.**

A student found with drug paraphernalia on school property, or while participating in a Bay Cove Academy activity or field trip (on campus or off campus) will result in the following:

- The student's parent(s), legal guardian, and/or concerned persons will be notified that drug paraphernalia has been brought to school by that student.
- The student may be asked to participate in a search when staff think it is an appropriate measure to take.
- School suspension
- If there is more than one violation of this rule, the student will have to participate in a serious meeting with a school administrator. Parent(s), legal guardian, and/or concerned persons may also be required to attend this meeting.

\* Controlled substances are defined as any substances ingested, inhaled, or injected for the purpose of altering one's state of consciousness.

### **Weapons and Dangerous Instruments**

Weapons and dangerous instruments will NOT be allowed on any Bay Cove Academy property. Any student carrying a weapon or dangerous instrument inadvertently into the school building MUST voluntarily turn it in at the front desk as soon as he/she/they enter the school building. It will be confiscated.

1. If a student is suspected of carrying a weapon or dangerous instrument, the student will be told of this suspicion and asked to agree to a search of his/her/their pocketbooks, lockers, coats, and person (pockets and shoes).
2. If the student does not agree to the search, he/she/they will be suspended from school and asked to leave the school building immediately. His/her/their concerned persons will be notified. No student under the age of 18 will be sent home unless it is first determined that a responsible adult is available to receive the student or with consultation with the parent.

A re-entry meeting will be required with the student and his/her/their parent or guardian before returning to classes.

3. If a weapon or dangerous instrument is brought into the school, the following will occur:

- Parent/legal guardian, probation officer, and any other concerned persons will be notified.
- At the time of the incident, a decision will be made as to whether the student is in control enough to remain in the building or whether the student's parent/legal guardian will be called to pick up the student from school.
- School suspension.
- A re-entry meeting will be held at the school with the student, parent/ legal guardian and any or all other concerned persons that Bay Cove Academy decides to invite. During this meeting a decision will be made either to allow the student to continue his/her/their education at Bay Cove Academy or to emergency terminate (discharge) the student; if the decision is to allow the student to continue at Bay Cove Academy, he/she/they will be on school probation for a period of time and may be terminated from the program if he/she/they violates the safety policies of Bay Cove Academy.
- If the weapon or dangerous instrument is not illegal, an administrator may decide to return it, but only to the parent who must come to school to claim it. If the item is illegal, the parent(s)/guardian(s) and police will be contacted.

### **Policy Regarding Dangerous Behavior**

Dangerous behavior is defined as any behavior that, in the judgment of the staff, is dangerous to another student, to staff, to the community, or to the student himself/herself/themselves. Two levels of dangerous behavior are defined below:

#### ***LEVEL I:***

Any behavior that is minimally dangerous and may or may not be violent in intent. Examples would include shoving a chair, playing with a desk purposely until it falls over, and kicking the wall where damage doesn't result.

If this occurs:

1. Students will check in with Milieu Support staff. During the check-in, the support staff will work with the student to re-regulate as well as develop a plan for returning to class, participate in a process meeting, and/or complete repair work if deemed necessary. At the discretion of the administrator, additional actions such as school suspension, changes in program, and notification of and meetings with parents/legal guardians may be utilized. The factors considered in determining this will include circumstances, intent, specific behavior, and recurring patterns.

#### ***LEVEL II:***

Any behavior that is dangerous and violent in intent and is not covered under the Physical Assault policy. Examples include throwing desks, chairs, and any potentially dangerous objects, setting off fire extinguishers, and kicking/hitting walls to the point of causing damage.

If this occurs :

1. Participation in a process meeting.
2. Parent/legal guardian, probation officer, and any other concerned persons will be notified.
3. At the time of the incident, a decision will be made as to whether the student is in control enough to remain in the building or whether the student's parent/legal guardian will be called to pick up the student from school.

4. School suspension..
5. Re-entry meeting with parent/guardian before returning to classes.

NOTE: No student under the age of 18 will be sent home unless it is first determined that a responsible adult is available to receive the student or in consultation with the parent.

If it is determined that a student is so out of control that she/he/they may be in danger of hurting herself/himself/themselves or others outside of school --Bay Cove Academy staff will support the student in regulating before they can leave.

If repeated incidents of this kind of dangerous behavior occur, a student may be put on a probationary contract and/or discharged from the program.

### **Assaultive Behavior**

Before the assault policy is invoked, consideration will be given to the seriousness of the assault. Staff will meet with students or staff who were involved or witnesses to the incident to determine the facts. Staff will then make a judgment as to whether the assault was "horseplay" or intentional.

If the assault was "horseplay" :

1. Students will check-in with Milieu support staff. During the check-in the support staff will work with the student to re-regulate as well as develop a plan for returning to class, participate in a process meeting, and/or complete repair work if deemed necessary.
2. The student's parents/legal guardian and/or other concerned persons may be notified that the student has been assaultive toward a student or staff at Bay Cove Academy.
3. If it appears that this is a recurring problem with a student, a serious meeting with the student, clinician, and program director may be called.

If the assault was deemed intentional:

1. Participation in a process meeting.
2. Parent/legal guardian, probation officer, and any other concerned persons will be notified.
3. At the time of the incident, a decision will be made as to whether the student is in control enough to remain in the building or whether the student's parent/legal guardian will be called to pick up the student from school.
4. School suspension.
5. Re-entry meeting with parent/guardian before returning to classes.

**NOTE:** A staff member or student who has been assaulted has the right to press legal charges against the student who assaulted him/her/them.

## **Threatening Behavior/Verbal Abuse**

Verbal Abuse is defined as a verbal insult or barrage of verbal insults directed at one or more persons.

A verbal assault is defined as a threat to physically harm a student and/or staff in the Bay Cove Academy community. Threatening behavior includes intimidating (making a person afraid) and/or being confrontational (violating a person's personal space or standing in his/her/their "face").

Threatening behavior and verbal assaults are not tolerated at Bay Cove Academy.

If a student threatens or verbally assaults a student or staff at Bay Cove Academy, the student will be given one warning to stop the threatening behavior. If he/she/they do not stop immediately, the following will occur:

1. **Verbal Abuse** will immediately check-in with Milieu support staff, do repair work, and/or have a process meeting before returning to class.

2. **Serious threatening/intimidating words** which in the judgment of staff have an intent to act: Students will immediately check-in with a Milieu support staff. During the check-in, the support staff will work with the student to re-regulate as well as develop a plan for returning to class, participate in a process meeting, and/or complete repair work if deemed necessary.

### **2. Threatening actions/invading space/intimidating behavior.**

Students who engage in this behavior will immediately check-in with a support staff. During the check-in the support staff will work with the student to re-regulate as well as develop a plan for returning to class, participate in a process meeting and/or complete repair work if deemed necessary. A meeting with an administrator may take place where other actions such as school suspension, parent/guardian meeting, or emergency TEAM meeting may be pursued. After any incident of threatening, parents and/or other concerned persons may be notified.

If this is a recurring problem with a student, a meeting with the student, clinician and Program Director will be called.

## **Property Destruction**

Property destruction is defined as any behavior that destroys property. Two levels are defined.

***LEVEL I:*** Minor damage or destruction of property such as breaking a pencil, ripping one page in a book, writing on a desk or wall, or ripping paper/notices off wall.

If this occurs :

1. Students immediately check-in with Milieu support staff, do repair work, and/or have a process meeting before returning to class. At the discretion of staff, other actions such as notification and/or meeting with parent/legal guardian, change in program may result.

The factors considered in making these determinations will include circumstances, intent, specific behavior, and chronic recurrence of this behavior.

**LEVEL II:** Major damage or destruction of property such as making a hole in a wall, breaking a telephone, damaging a door, breaking a window or damaging furniture.

If this occurs:

1. Participation in a process meeting.
2. Parent/legal guardian, probation officer, and any other concerned persons will be notified.
3. At the time of the incident, a decision will be made as to whether the student is in control enough to remain in the building or whether the student's parent/legal guardian will be called to pick up the student from school.
4. School suspension.
5. Re-entry meeting with parent/guardian before returning to classes.
6. Plan for repair work or restitution when appropriate.

NOTE: No student under the age of 18 will be sent home unless it is first determined that a responsible adult is available to receive the student or in consultation with the parent.

If it is determined that the student is so out of control that she/he/they may be in danger of hurting themselves or others, the student will be required to show that they are calm before they can leave.

If repeated incidents of this kind of behavior occur, a student may be put on a probationary contract and/or discharged from the program. Factors considered in determining this will include circumstances, intent, specific behavior, and recurring patterns.

The school has the right to press legal charges against a student who damages/destroys property.

### **Restitution**

When appropriate, students will be required to make restitution for property damage or theft.

**Steps for making restitution:**

1. The program will assess the cost of damaged/stolen item(s).
2. Students will have a choice of three payment methods:
  - a. Cash payment
  - b. Work off the cost of damage/stolen item(s).
  - c. Payoff damage/stolen item with school store points.

*NOTE: Students may choose a combination of payment methods.*
3. Students will sign a restitution contract.
4. School store purchases may be frozen and all monies earned will be held by school administrators while placed on a restitution contract.
5. The length of time over which restitution may take place will be determined in the meeting with the school administrator.
6. In the event that a student does not fulfill the restitution contract within the time allotted, Bay Cove Academy will file a complaint with the Brookline Police Department.

### **How Restitution will be Completed**

Restitution is completed when:

1. The student has earned a sum of money deemed as fair market value of the damaged/stolen item.
2. The student has paid for the damage in cash and/or school store points.
3. If there was a theft that involved cash, restitution is completed when the student reimburses the victim of the exact amount stolen.
4. The student will have a final meeting with an administrator to sign off on the restitution contract.

### **Student Policy for Theft**

When a student is caught stealing from Bay Cove Academy, a staff person, or from another student, the following will occur :

1. A process meeting will be held with the student, the victim and a staff person.
2. A restitution or repair plan will be formulated immediately.
3. Clinicians and parents or guardians will be notified.
4. A meeting may be held with an administrator, depending on the seriousness of the incident. Participants at this meeting may include:
  - a. Victims
  - b. Student's clinician
  - c. Student's parents or guardians
  - d. Student's probation officer
  - e. Other concerned persons

The purpose of this meeting will be to review the restitution/repair work, consider other possible actions, and to assess the status of the student's placement at Bay Cove Academy.

5. Police involvement may be considered. Factors that will determine this will be :
  - a. Seriousness of the theft or value of the item(s) stolen.
  - b. Whether or not stolen property was returned.
  - c. If physical force was used against the individual or to gain entry.
  - d. The number of previous incidents by the individual.



## **Search Policy**

The purpose of a search is to create a safe, productive learning environment for the students.

Students of Bay Cove Academy are subject to a search when there is a reason to believe that he/she/they are in possession of drugs, controlled substances, weapons, or dangerous instruments. Two members of the same gender as the student will conduct the search. The search will include all personal belongings including a thorough look through the student's coat, jacket, bag, and shoes. The student will also be asked to empty any pockets on his/her/their person. The student's locker and any items in the locker will also be searched as part of the procedure.

If the student refuses to be searched, he/she/they will be suspended for the day and must leave the school immediately upon the request of a staff member. No student under the age of 18 will be sent home unless it is first determined that a responsible adult is available to receive the student or in consultation with the parent.

All concerned parties\* will be notified if a student is unwilling to comply with the search. Upon reentering the school, the student will be searched daily for two weeks and will lose their locker privileges. In the event that a student refuses to be searched a second time during any point of his/her/their enrollment at Bay Cove Academy, the student's placement will be subject to emergency termination.

If any drugs, controlled substance, weapon, or dangerous weapon are found as a result of a search, all concerned parties\* will be notified.

*\* Concerned parties or the student in question, i.e. parent or legal guardian, probation officer, Director of Residence, and/or any persons the school may want to involve.*

## **Probationary Status**

Students may be put on probationary status as a result of any drugs, controlled substance, weapon, or dangerous instrument being found in their possession.

### **Guidelines for Probationary Status:**

Probation will be for a period of at least one month.

Requirements may include:

1. Searching student and his/her/their belongings (frequency and duration will be clearly written).
2. Suspension of certain privileges directly pertinent to the incident.
3. Any other condition necessary to help ensure the safety of the students and staff.
4. Loss of locker privileges.

## **STUDENT CIVIL RIGHTS**

### ***Discrimination and Harassment***

Bay Cove Academy is committed to maintaining a work and educational environment free from all forms of discrimination and harassing behaviors. The expectation is that all staff and students conduct themselves in an appropriate manner with concern and respect for all members of the school community. Bay Cove Academy does not tolerate discrimination towards any person on the basis of nationality, age, race, gender, religion, sexual orientation, disability or physical appearance.

#### **I. Anti-Discrimination Policy**

The purpose of this policy is to promote tolerance, acceptance, and respect for differences. Our specific goals are:

1. To label and identify discriminatory language and how it affects others.
2. To involve students in more discussions about issues of prejudice, discrimination and harassment.
3. To promote a safe environment conducive to learning.
4. To educate and involve students through seminars, presentations, curriculum, and cultural awareness.

When an individual refers to another person's nationality, race, gender, religion, sexual orientation, disability or physical appearance negatively, in an offensive way or with the intent to offend, the following will occur:

##### **FIRST INCIDENT :**

1. Automatic check-in with a support staff in the Break Room.
2. Fill out a planning sheet.

##### **SECOND INCIDENT:**

1. Automatic check-in with a support staff in the Recharge Room.
2. Required communication directly with the person to whom the comment was directed. This may take place in a process meeting or through written communication.

##### **THIRD INCIDENT :**

1. Automatic check-in with a support staff in the RechargeRoom.
2. Meeting with the Principal.
3. Required communication with the person the comment was directed at. (Same as the second incident.)
4. Completion of anti-discrimination curriculum materials designed to further educate the student.

##### **FOURTH INCIDENT :**

1. Students will be required to return the next day with his/her/their parent or guardian for a meeting.
2. Same consequences as the second incident.

## Policy Regarding Harassment, Sexual Harassment and Bullying

Harassment and/or bullying on the basis of race, age, gender, national origin, religion, disability, physical appearance or sexual orientation in any form will not be tolerated.

Sexual harassment is unwanted sexual attention. The range of behaviors include: verbal or written comments, subtle pressure for sexual activity, leering, pinching, patting, and other forms of unwanted touching. These behaviors will not be tolerated.

Bullying 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 another student.

### EXAMPLES OF UNACCEPTABLE BEHAVIOR:

- Verbal abuse, insults, obscene or suggestive remarks, gestures or jokes.
- Uninvited and unwelcome sexual advances.
- Display or distribution of offensive or demeaning materials including graffiti.
- Derogatory statements or discriminatory comments which are demeaning with respect to race, gender, national origin, religion, disability, physical appearance or sexual orientation.

### **If Harassing, Sexual Harassing, or Bullying Behavior occurs the following will take place:**

#### FIRST INCIDENT:

1. Automatic check-in with a support staff in the Recharge Room.
2. Required communication directly with the person to whom the comment was directed. This may take place in a process meeting with a staff facilitator present or through written communication.

#### SECOND INCIDENT:

1. Meeting with the Principal or designee.
2. Principal or designee will investigate the incident in a timely fashion and develop a course of action. Course of action may include: school suspension, phone contact to parent and/or parent meeting, process meeting, notification of outside agencies,, apology to person or community, etc.
3. Depending on the nature and severity of harassment/bullying, police may be notified.

#### THIRD INCIDENT:

1. Mandated counseling or curriculum until completion of this course of study.
2. Principal or designee may decide on other courses of action if deemed appropriate.

***\*Please refer to the complete Bullying Intervention and Prevention Plan.***

## SUSPENSIONS

School Suspension is used only as a last resort. This form of suspension is used only when the student is so out of control that he/she/they may endanger the health and safety of himself/herself/themselves or that of others, or, where he/she/they could potentially cause a substantial disruption to the functioning of the program. Suspension is a strong disciplinary measure to take and is reserved for use only when dealing with the most dangerous and inappropriate of behaviors. It is highly undesirable for several reasons, including:

1. It is often impossible to ensure that the student will be safe and properly cared for during school hours.
2. The time and distance involved in this form of isolation are so exaggerated that the student loses all contact with the school. Instead of serving to improve the student's behavior, suspension often acts as a regressive agent.
3. The rejection of the student by the institution is a repetitive process that has proven harmful or ineffective in the educational histories of our students. The student's experience in the program should be one of increasing social activity, not one of more rejection and exclusion.

When students are having difficulties, Bay Cove Academy always encourages them to stay in school and use the resources available to them (i.e. process meetings, meetings with therapist and/or administrators, etc.). However, on rare occasions it is necessary for an administrator to make the decision to send a student home for the day. These decisions are always based on the specific situation and the individual student involved.

The factors to be considered in making the decision to send a student home for the day include whether a student can demonstrate sufficient control over his/her/their behavior to stay in school and follow the rules, the effect of the students' behavior on the milieu, students' family situation and students' emotional state. (Bay Cove Academy **will not** allow a student to leave school if staff think the student might hurt himself/herself/themselves or hurt someone else). No student under the age of 18 will be suspended and sent home unless it is first determined that a responsible adult is available to receive the student or with consultation with the parent.

The final decision to send a student home will be made by an administrator in collaboration with milieu staff and, if possible, the students' therapist. Parents/Guardians will be notified and an incident report will be completed by an administrator. Sending a student home "early" will be considered a suspension and the appropriate documentation procedure will be followed.

Whenever a student is suspended, a staff designee notifies the parent(s)/legal guardian(s) and any other relevant official(s) at the time of the suspension by telephone or email. A written statement explaining the reasons for the suspension is then sent to the parents and LEA within 24 hours from the incident. A written incident report documenting the incident(s) leading up to the suspension is written and then placed in the student's educational file. All suspensions and length of suspensions are tracked and recorded by the Milieu Coordinator.

## **TERMINATION**

Bay Cove Academy maintains regular communication with the LEA's designated liaison. The liaison is kept informed of the student's progress and is notified immediately if discharge is being considered. Bay Cove Academy remains committed to employing every available means to maintain the student's placement until the local Administrator of Special Education has had sufficient time to look for an alternate placement.

In the case of a **Planned Termination**:

1. The LEA liaison is notified of the need for an IEP review meeting as described in Chapter 766. Notice of this meeting shall be given ten (10) days in advance of the intended date of the meeting. This notification will be sent to the parent(s)/legal guardian(s), the student, and all other appropriate official(s).
2. A written termination plan will be developed at this meeting and it shall describe the student's specific program needs, the short and long-term goals of the program, and recommendations for follow-up and transition.
3. The termination procedure will be thoroughly explained to the student, the parent(s)/legal guardian(s), and any other appropriate official(s).
4. The written termination plan shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination plan.

Emergency Terminations will only occur in circumstances where a student presents a clear and present threat to the health and safety of himself/herself/themselves or others. In the case of an **Emergency Termination**:

1. The program will immediately notify the parent(s)/legal guardian(s) of the student, the responsible LEA liaison person, the Department of Elementary and Secondary Education, and all other appropriate school or human service agency officials.
2. The public school officials will be provided with the opportunity to hold an emergency TEAM meeting in accordance with Chapter 766. If the LEA requests a delay in termination (up to two weeks) Bay Cove Academy will make every effort to meet the education needs of the terminating student.
3. The program will send a written termination summary explaining the circumstances which necessitated the Emergency Termination to the parent(s)/legal guardian(s), the student (if over 14 years of age), the LEA, and all other appropriate school and human service officials. A Form 2 will be submitted to the Department of Elementary and Secondary Education, All written summaries will be sent within 24 hours.

The program will participate fully in any review by the Department of Elementary and Secondary Education of a termination decision, in the event that the parent(s)/legal guardian(s) or responsible LEA questions the appropriateness of that decision.

## **Bay Cove Academy Dress Code**

The following is an outline of appropriate dress for the school environment. Essentially, the message Bay Cove Academy wishes to convey to all students is that if you would not wear it to work, please do not wear it to school. In addition, the dress code is designed to create a comfortable, safe, and non-distracting environment for all students.

- Clothing should be comfortable and appropriately covering the body. For example, students should not wear half-shirts, mesh clothing, or shirts that have low cut arm pits and/or necklines. Shorts, skirts, and dresses should be at an appropriate length.
- Undergarments should not be exposed or be visible through clothing material.
- Stretch pants and leggings may be worn as long as the material is thick enough that undergarments cannot be seen through them. Otherwise, a shirt or sweater of an appropriate length (fingertip rule), or shorts/skirts must be worn over the stretch pants or leggings.
- Clothing or jewelry that depict alcohol, drugs of any kind, violence, illegal activities, and/or images or words that are offensive are not allowed.
- Outerwear, coats, and jackets must fall within our coats and jackets policy
- Students are only allowed to wear prescription eyeglasses. Sunglasses may not be worn during the school day.

### ***Head Garments***

- Students are not permitted to wear the following headgear – hats, or hoods. Students who refuse to follow these guidelines will not be allowed in the community until they put the item in their locker.

Bay Cove Academy staff reserves the right to determine whether clothing is appropriate or disruptive to the school environment. Inappropriate clothing and/or jewelry may be addressed through change-in-programs, check-ins with support staff, or not allowing students to remain in school while wearing inappropriate dress.

### ***Coats and Jacket Policy***

**Students are not permitted to wear winter jackets or outer wear during the school day. Examples include: rain jackets, wool jackets, ski coats, down jackets, and winter vests.**

The coat and jacket policy exists for two reasons; the first is to ensure the safety of the school community and the second is to promote a more relaxed, informal environment. We encourage all students to keep a warm sweater or sweatshirt in their locker in case they get cold during the day. The school has extra sweatshirts available to students if needed. All over-garments, pocketbooks, knapsacks, and bags are to be kept in lockers unless students are arriving or leaving the building. At no other time will students be allowed to wear or carry these things.

If a student is not sure whether he/she/they are wearing an allowable coat or jacket, they may check in with the Milieu Coordinator.

If a student is wearing an unacceptable coat or jacket, he/she/they will be asked to take it off and put it in their locker. If the student refuses, the student will be required to check-in with a support staff to both review the policy and to devise a plan to adhere to the policy.

### **Policy on Sleeping**

School is NOT a place to sleep. Students who attend school are expected to participate to the best of their ability. Sleeping is not permitted in the classroom or in the Milieu break spaces.

A student who is sleeping will be asked to stay awake and participate in class. If the student is unable to do that they will be required to check-in with a support staff to make a plan for the day. If the student is unable to make one of these choices and continues to sleep, milieu staff will decide the next course of action (like calling the parent or guardian). In addition to this, a meeting may be called with the student's parent/guardian to discuss a chronic sleeping problem.

### **Cell Phone Policy**

In order to create an academic environment with as few distractions as possible, cell phone use is not permitted in school.

Each student is assigned a cell phone locker upon enrollment and is expected to lock up their cell phones when they enter the building.

Students may charge their phone while it is in their locker if they bring in a charger. Chargers will be available for purchase in the school store if a student would like to buy one.

If a student loses their key, the Milieu Coordinator will provide access to the student's locker until a replacement key can be made.

If a student is found having their phone on them during the school day, they will be asked to put the phone in their locker and check-in with staff. If the student refuses he/she/they will be considered as refusing class. They will not receive attendance or academic credit for the time they are refusing to put their cell phone or device away. If this becomes a chronic issue, a change in program may be written.

A student may take their phone when they leave the building, for a permissible break such as a walk. They will be expected to return the phone to their locker when they return to the building.

## **Electronics/Devices Use in BCA Common Areas**

While students use electronics daily in the classroom, use in common areas can be a distraction to the school day and to the learning process. Thus, in order to create an academic environment with as few distractions as possible we adhere to the following rules:

1. No use of electronics in the central area or in the hallways.
2. No headphones or earbuds may be worn in the ears or on the head while in the central area or hallways.
3. No sharing or borrowing of electronic devices or earbuds/headphones.
4. Students may not charge any devices anywhere in the school except with permission and at the discretion of their therapist (and charging may only occur in the therapist's office).
5. BCA headphones should not leave the classroom.
6. Same rules apply in the van and for Physical Education and field trips.

If a student is not adhering to the policy they will be given a redirection/reminder. If that is not sufficient they will be required to check-in with a support staff to review the policy and to devise a plan for adhering to the policy.

If electronic device use becomes an ongoing problem, the student will not be permitted to carry the device and must turn it in to staff upon entry to the building. Device will be returned to the student at the end of the day.

## **Inclement Weather Policy**

Bay Cove Academy follows the Brookline Public Schools snow day closures. If Brookline Public Schools are closed due to inclement weather, Bay Cove Academy will also be closed. In the event that Brookline has announced a delayed opening, Bay Cove Academy will have the same delayed opening. Bay Cove Academy students who are from other school districts will also follow Brookline's posted school closings and delays.

## **COVID-19 & Individualized Student Planning**

Bay Cove Academy is committed to the safety and health of all members of its community. In response to the global COVID-19 pandemic, Bay Cove Academy developed protocols to help ensure the safety of its students, staff, and visitors. These policies are continually updated as CDC, State, and local Board of Health guidelines are updated, and can be found by contacting the school directly.

## **Technology**

Bay Cove Academy uses technology as an additional hands-on and interactive resource to increase student engagement, help students meet their IEP goals, and continue to provide students with a high quality education. The school utilizes Google for Education software, Google Classroom, and Chromebook computers for teachers and students. Google for Education and Google Classroom are web-based, teacher driven resources that enable students to receive and submit assignments in a secure, school-managed environment.



Bay Cove Academy provides students with an email address to communicate with teachers regarding assignments. Students have the ability to access classwork outside of school from any device that has Google Chrome. Google Chrome is free to download and install. This is a great tool for students to utilize and complete any missed assignments.

School staff utilize Hapara, an application affiliated with Google that allows for access and supervision of students' accounts. Bay Cove Academy is dedicated to maintaining security and user accountability. To achieve this, the school works closely with a consultant team to meet all security and accountability concerns.

### **Classroom Rules**

1. Be respectful to yourself and to each other.
2. The use of foul language and/or swears is unacceptable.
3. Low energy, having your head down, and/or sleeping in class is unacceptable. Teaching staff will ask students to take breaks with Milieu support staff if/when this happens.
4. Be respectful of the classroom materials, your work, and the work of others.
5. Eating and/or drinking anything besides water is not allowed in class.
6. Whispering is not allowed.
7. Personal contact with other students/staff is not allowed.
8. Rapping/Singing is allowed when appropriate to the class or group activity
- 9.. Refusing to do work is not allowed.
10. Students are expected to follow the directions given by classroom teachers. Students who repeatedly fail to do so and are disrupting the learning environment will be encouraged to take a break. Failure to leave the classroom appropriately will result in a check in with support staff.
12. Students who leave the classroom inappropriately will be asked to check in with a support staff and will return to class once they are regulated.

### ***Leaving Class Without Permission***

If a student leaves the class without permission the student will check in with a support staff before returning to class.

## Homework

Homework is assigned on an individual basis, dependent upon students' IEP goals and academic performance. The purpose of homework is to strengthen students' executive functioning skills, foster independence, and practice, remediate, or build upon skills learned in the classroom.




## Parent Advisory Group

Bay Cove Academy values and believes in a strong partnership with caregivers/guardians. Administrators and school staff work diligently with caregivers/guardians to improve the education program and to ensure equality and social justice for all students. Meetings are held on a quarterly basis. All caregivers/guardians are encouraged to participate.

## Gradelink Parent Portal Information

With Gradelink, you can stay updated on your student's academic progress at school and get information on grades and upcoming school happenings.

**Bay Cove Academy School Code: 2190**

Desktop Computer Access	Mobile Device Access
<p><a href="https://www.gradelink.com">https://www.gradelink.com</a></p> <p>Click on the Login button on the top of the screen</p> <p>You will need the school code, your log in, and your password.</p> <p>Reach out to the Director of Education if you need this information.</p>	<p>Scan the QR code or search for 'Gradelink Student' on your device app store.</p>   

## Nursing Information & Medical Information

With respect to varying allergies and medical needs of the larger school community, students may not carry any type of medication on their person at any time unless there is a specific medical order. Medications must be delivered to the Administrative Assistant or another medication trained school staff.

Medications are kept locked and are dispensed only by designated school staff members who have been trained in the dispensing, monitoring, and recording of medications. Medications will only be dispensed with written documentation by the student's physician, clearly stating the name, dosage, time(s) of appropriate dispensation, and the prescribing doctor's name. Medication will continue to be administered unless documentation by the physician noting changes or discontinued orders are provided. All students are monitored for side effects of the medication and should inform staff if any side effects are experienced.

## ***Sickness***

Designated, trained staff will evaluate a student who reports being ill, provide care and determine whether the student is able to return to class or be dismissed for the day.

If a student needs to be dismissed from school, the Milieu Coordinator will contact the caregiver/guardian to pick the student up. If there is a delay from a caregiver/guardian in transporting a student who is determined ill, the student will remain in the nurse's office or an appropriate designated area until dismissed.

Students who are absent for three or more consecutive days should return to school with a note from their physician or other medical professional. Students who are hospitalized should bring a discharge summary/clearance from a medical professional prior to returning.

Following a hospitalization or an extended absence, the student will need to successfully participate in a re-entry meeting with a caregiver/guardian on the day of their re-entrance to school. A school administrator or clinician will facilitate the re-entry meeting.

During the re-entry meeting, a clinical assessment will be completed, the rules and expectations of the school will be reviewed and a reintegration plan will be developed. If a school administrator or clinician deems the meeting to be unsuccessful, the meeting will be adjourned and additional attempts will be made to complete a successful re-entry.

With the goal of preventing the spread of infection, students who are contagious or have active symptoms (i.e. fever, vomiting, rashes) should not come to school. Students must be clear of any symptoms for 24 hours prior to returning to school.

## ***Body Mass Index Screening***

A Body Mass Index, or BMI is a measure that is used to show a person's "weight for height for age." It is calculated using an individual's height and weight. A person's BMI can be a useful screening tool in identifying possible health risks, but it does not provide a diagnosis.

The school nurse consultant will conduct this screening annually for students in the 7th and 10th grade. The school nurse consultant will make sure the student's privacy is respected at all times. The results of the student's height/weight and BMI measurements are strictly confidential. The results will be kept in the student's health record and will not be shared with anyone without written permission from the parent/guardian. If the student requests their height/weight and BMI measurements, the school nurse consultant will share the information in a clinically sensitive manner unless otherwise directed by the parent/guardian.

### ***Vision and Hearing Screening***

Students in 7th and 10th grade will participate in a vision and hearing screening. The vision and hearing screening will be conducted at the same time. If nothing unusual is found, the parent/guardian will not be contacted unless otherwise directed. If the student does not pass the vision/hearing screening, they will require a follow up with their physician. The school nurse consultant will contact the parent/guardian and a referral will be made by the school nurse consultant and sent to the student's physician.

### ***Postural Screening***

The school nurse consultant will complete annual Postural Screenings. The purpose of this screening is to detect early signs of potential spinal problems of students in grades 5-9. This is not a diagnostic service but an assessment to identify if any further medical evaluation is necessary.

If a student has any unusual findings, the caregiver/guardian will be notified and recommended to take the student to a physician as a precaution. Bay Cove Academy does not provide treatment. If nothing unusual is found, the caregiver/guardian will not be contacted unless it is otherwise specified.

The school nurse consultant will send a notification in advance to a caregiver/guardian prior to completing the screening

### ***Pediculosis (Head Lice) Screening***

The school nurse consultant will examine the head of any student suspected of having live head lice infestation and notify the caregiver/guardian. Head lice can be a nuisance but they have not shown to spread disease.

Students diagnosed with live head lice will not need to be sent home early. The student can remain in school, be treated at home, and return to school after appropriate treatment has been initiated. The caregiver/guardian will be provided with information on the biology of head lice and methods to eliminate infestation. Students returning to school after treatment for head lice will be examined by the school nurse consultant to verify absence of live lice prior to entering the classroom.

A notification will be made to caregivers/guardians of all students enrolled within the school. This notification will include instructions on how to assess and treat head lice or nits. Protection of the student's confidentiality and emotional sensitivity is a PRIORITY and discretion will be used.

## **Emergency Procedures**

Bay Cove Academy maintains procedures for emergency evaluation and sheltering in place, and also trains in ALICE, a protocol to respond to an intruder. Drill procedures are reviewed school-wide at the beginning of each school year, and drills occur on a quarterly basis. Students are expected to follow all relevant procedures during a drill.

In emergency situations, emergency health care may be sought for students who have been injured and require more assistance than the school first-aid trained personnel can provide, or for students who have been judged to be at risk to themselves or others. In these instances, the student's parent(s)/guardian(s) are notified and consulted immediately. The school is able to coordinate with the local hospital and the local crisis team, both of whom are able to provide services outside of the realm of Bay Cove Academy.

If an emergency occurs at the school, parent(s)/guardian(s) will be contacted through the school's Once-Call system.

### ***Active Shooter & Lockdown Response***

The safety and security at Bay Cove Academy is of the utmost importance. Bay Cove Academy conducts annual ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training for an active shooter/active threat situation and mock lockdown responses for school staff and students; in addition, the training occurs upon hire for each school staff and upon admission for each student. ALICE helps school staff and students utilize a proactive approach to decide the best course of action for different situations.

### ***Visiting Campus***

In order to best protect the safety of the students and school staff, Bay Cove Academy requests that all visitors sign-in and sign out with the Administrative Assistant in the Reception area. Visitors may be asked to show identification. Visitors will be directed to an approved location by a school staff member and remain within the designated area throughout the duration of the visit. Visitors will be accompanied by a staff member when traveling throughout the school building. Privacy for visits is provided, however, the level of supervision is individualized depending on the individual student. School staff members may enter the area or interrupt a visit for safety concerns at any time. Visitors may not take photographs or video of any students without permission from the parent(s)/guardian(s).

Bay Cove Academy encourages and welcomes treatment teams to visit the school at any time. There are currently no organized visiting hours, although, it is preferred that appointments and visits are set up through the school administrator.

Any visitor who does not comply with the school's policies and procedures will not be permitted in the building and will be asked to leave.

## **Policies and Procedures for Student Behavior and Support**

**General Guidelines** Bay Cove Academy has developed and implemented written behavior support policy and procedures consistent with updated (2016) regulations under 603 CMR 46.00. These policies and procedures address appropriate responses to student behavior that may require immediate intervention.

Annually, these policies are reviewed, provided to all staff, and are available to parents/guardians of enrolled students. These policies include methods for preventing student violence, self injurious behavior and suicide; a description and explanation of the school's methods used as alternatives to physical restraint; training requirements for staff; reporting requirements and follow up procedures; a description, including specific timelines, for receiving and investigating complaints regarding behavior support policies; procedures for implementing the behavior support reporting requirements; procedures which include the implementation procedures and making both written and oral notification to parents; a procedure for the use of time out.

These policies also include a statement that meals shall not be withheld as a form of punishment or behavior support, and that no student shall be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

Individual student behavior plans, if required via IEP, are maintained in student records.

### **Procedures**

#### **• A. Description of the school's alternative to physical restraint**

Bay Cove Academy remains committed to using restraint only in emergency situations of last resort when needed to protect a student and/or member of the school community from assault or imminent, serious, physical harm. The school uses Building Communities of Care (BCC) as a method of crisis prevention and intervention. BCC mirrors the school's highly preventative approach, and provides a framework for using information about the student's history, diagnosis, family and community systems, strengths, challenges, and developing skills, to create individualized treatment plans and interventions to prevent student dysregulation, including self-injury or violence. In addition to the model's standard tool kit, the model stresses individualization of treatment planning to inform all levels of school staff about parts of the day/tasks that may prove more challenging, so that interventions and supports can be put in place preventatively. The model also highlights areas where the student may be more likely to succeed, so these situations may also be woven into the student's day and week with regularity. All staff are required to complete the BCC training to ensure they proactively implement tools to maintain a therapeutic school environment and can manage possible crisis situations.

The school utilizes ARC as its primary student support system, combined with high levels of supervision, close coordination with collaterals, and other behavior support responses to prevent and respond to escalation in students.

#### **• C. Description of the school's training requirements for staff**

The school provides behavior support training to all school staff within the first month of the school year. The training covers the behavioral support policies and the requirements when such procedures are implemented. For employees hired after the school year begins, behavior support training is provided and completed within one month of their date of hire. Staff is trained

on the use and implementation of the behavior support policy at least annually. All staff are required to train in BCC, the school's restraint prevention and response method, annually, and are required to complete this training upon hire and before any direct contact with students.

● **D. Description of the school's reporting requirements and follow up procedures**

The school shares its written behavior support policies during the admissions process, at intake and then annually to all students, parents/guardians. The school maintains close communication with parents/guardians, collateral contacts, agencies involved with the care and/or placement of a student, and the sending school district and ensures they are aware of ongoing progress and any areas of concern, including incidents that occur. The JRI Incident Report form is used to communicate incidents that may occur. The school aligns with all federal and state reporting requirements.

Students work closely with their clinician for support, problem solving, planning and processing following any behavioral incident.

The Clinical Director or designee is responsible for ensuring timely follow up to all incidents related to restraint or the behavior support policies in alignment with related regulations.

● **E. Description, including timelines, of the school's procedure for receiving and investigating complaints regarding behavior support policies**

Bay Cove Academy welcomes feedback and takes complaints seriously; students and parents are encouraged in the complaint process should a concern arise. The school aligns with the JRI policies on complaint investigation and resolution. Complaint forms are available on the Rights board available to students and from the Human Rights Officer. The Human Rights Officer as well as any staff member is available to assist anyone with completing the Complaint and Grievance Form. Staff are also expected to file the report on behalf of a student or parent should a complaint be expressed verbally.

Upon receipt of a complaint, the Human Rights Officer will investigate all non-abuse issues and take corrective action where necessary within three business days; the Human Rights Officer may enlist support from another Ad Team member in conducting the investigation. A summary of the review process and the resolution findings as well as future actions or happenings regarding the complaint will be discussed with the individual who filed the complaint.

● **F. Description of the procedures to be followed for implementing the behavior support reporting requirements**

The school maintains regular communication with parents via a number of methods. Staff keep families informed of progress and any areas of concern specific to their student regularly. Parents/guardians and students are notified of the behavior support systems and related policies at intake and again annually.

The Program Director is available to meet with parents to address any questions or concerns, and is responsible for ensuring these procedures and communications are followed.

● **G. Description of the program's procedure for making both oral and written notification to a parent**

Parents/guardians are notified of incidents on the same day as the occurrence via phone, with follow up communication provided in writing/electronically within three (3) school days. The

school aligns with all federal and state reporting requirements. The sending school district and any agencies involved with the care or placement of the student are also notified within the same timeframes. The DESE is notified immediately for relevant incidents (see 4.5 Immediate Notification for more details).

The Clinical Director or designee is responsible for ensuring timely follow up to all incidents related to restraint or the behavior support policies in alignment with related regulations.

● **H. Procedure for the use of Time Out**

The school does not utilize Time Out as a behavior support strategy. Students are able to take space and ask for support within the school, which is individualized to student needs. Students who engage in time away from the learning environment for any reason are continuously monitored and offered support; any 1:1 support time away from learning is documented.

● **I. Additional policy implementations**

- Individual Student Behavior Plans, if required via IEP, are maintained in student records.
- Food will not be withheld as a form of punishment or behavioral intervention. No student shall be denied or unreasonably delayed a meal for any reason other than a medical prescription.

### **Therapeutic Milieu**

Bay Cove Academy utilizes the ARC model to provide a guiding framework for thoughtful clinical intervention and complexly traumatized youth. Drawing from the fields of trauma, attachment, and child development, the framework recognizes the importance of working with the child-in-context, of acknowledging the role of historical experiences and adaptive responses in current presentation, and of intervening with the surrounding environment to support and facilitate the child's healthy growth and development. Bay Cove Academy utilizes this framework to support students in developing appropriate relationships and social skills, learning to utilize effective, healthy regulation, and developing students' identity and self-esteem.

#### ***Breaks/Check-ins/Coaching***

A student may access and utilize the therapeutic milieu by requesting a break and checking in with milieu support staff. Additionally, students can request clinical support outside their scheduled therapy times, to discuss any significant event that is relevant and impeding their ability to complete class work and use class time appropriately.

When a student requires support outside of the classroom, they are expected to request a break or check-in appropriately. They are expected to remain in their class, utilizing a regulation skill until an appropriate support staff is available to meet with them. Support staff meet with students to problem solve in a collaborative manner and make appropriate plans to help the student be more productive in class. Emotional and mental health challenges are accommodated within the classroom setting in coordination with teachers and staff based on the student's need as outlined in their IEP. Support staff will help students identify, learn, and develop healthy strategies for them to attend to their classroom responsibilities.

When student's take breaks from class, or, if a student's behavior in the classroom is disruptive to the learning environment, the following milieu spaces area available for student support and coaching:



### ***Break Room***

The Break Room space is used to support behaviors such as disrupting the class, refusing class work, unsafe language, not following directions, or refusing class altogether. It is intended to provide support, develop coping strategies, and make a plan for success upon the student's return to class.

Students who are utilizing the Break Room are expected to adhere to the following expectations:

- Students are expected to enter the Break Room quietly.
- Students are expected to treat the Break Room respectfully.
- Students may use fidget items, etc. in the room, and these are to be used appropriately at all times. Students may not engage with other students while in the Break Room.
- A student who leaves the Break Room room without permission will be required to have a check in with a support staff and/or participate in repair work. Students who are sent to Break Room three times from one class will be required to have a check in with a support staff before returning to class.
- Students are expected to complete a planning sheet appropriately before they re-enter class.
- Break Room is supervised at all times by a staff person

### ***Recharge Room***

The Recharge Room space is used to support behaviors such as disrupting the class, refusing class work, unsafe language, not following directions, or refusing class altogether. It is intended to provide support, develop coping strategies, and make a plan for success upon the student's return to class.

Students who are involved in serious incidents may be asked to go to the Recharge Room where they will have an immediate check-in with support staff. During the check-in the support staff will work with the student to re-regulate as well as develop a plan for returning to class and/or participating in repair work if deemed necessary. Examples of incidents leading to use of the Recharge Room include instigation, interference, dangerous behavior, harassment, verbal abuse, etc.

When the student is in the Recharge Room, the support staff supervising is responsible for making sure the student has completed a planning sheet, adequately processed the incident, and is ready to return to classes. The completion of a planning sheet in addition to adequately processing the incident are tools used to assess a student's state of regulation and readiness to return to class.

Students who are utilizing the Recharge Room room are expected to adhere to the following expectations:

- Students are expected to enter the Recharge Room quietly.
- Students are expected to treat the Recharge Room respectfully.
- Students may use fidget items, etc. in the room, and these are to be used appropriately at all times. Students may not engage with other students while in the Recharge Room.
- A student who leaves the Recharge Room without permission will be required to have a check in with a support staff and/or participate in repair work. Students who are sent to Recharge Room three times from one class will be required to have a check in with a support staff before returning to class.
- Students are expected to complete a planning sheet appropriately before they re-enter class.
- Recharge Room is supervised at all times by a staff person

*The Milieu Coordinator will maintain a log of all students who enter the Break Room or Recharge Room, including time in, time out, reason for being in the space, supervising staff, and administrator approval if time exceeds 30 minutes.*