



Cape Cod Collaborative

PARENT & STUDENT HANDBOOK

S.T.A.R. Program

2011-2012

Table of Contents

S.T.A.R. Program Descriptions	5
2011-2012 School Calendar	7
Administrative Staff	8
S.T.A.R. Contact Information	9
Admissions Procedures	10
Attendance	11
Arrivals/Dismissals	11
Bathroom	12
Behavioral Standards and Protocols	12
Behavior Level System/Positive Behavior Shaping (ED/BD Program)	6
Board of Directors	13
Bullying	13
Case Management	13
Certificates of Attendance and/or High School Diplomas	14
Challenger Club Activities	14
Collaboration/Communication	14
Curriculum	14
Dress Code	15
Early Release Days	15
Emergency Procedures	15
End of School Year	15
English as a Second Language (ESL)	16
Field Trips	16
Home Visits	16
Homework	16
Illness and/or Hospitalization	16
Immediate Notification	16
Individual Education Plans (IEP) and Progress Reports	17
Incident Reports	18
Incentives/Behavioral Supports	18
Legal Involvement	18
Less Restrictive Environments	18
Lunch Program	18
Mandated Reporting of Suspected Child Abuse	18
MCAS Participation	19
Medication Policy	19
Parent Advisory Council (PAC)	20
Parent Complaints or Grievances	20

Parent/Guardian Involvement	20
Physical Education Program	21
Physical Restraint	21
Physical Restraint Protocols	21
Program Students – Care outside of classroom	23
Runaway Students	23
School Schedule	24
Service Animals	24
Smoking	24
Snow Days	24
Student Records	24
Supervision of Students	24
Suspension Policy	25
TEAM Meetings	25
Technology Devices/Cell Phone Policy	26
Telephone Use	26
Termination Policy	26
Time-Out Procedures	27
Transition Criteria	27
Transportation	27
Visitors	28
Vocational Services	28
CCC Infection Control Policy	29
“What’s Catching” List	32
Special Education Advisory Board	33

CCC S.T.A.R. program offers a philosophy of supporting the whole child across all areas of their development:

S. Self-Care, Health, Physical Development
T. Therapies, Integrated Therapeutic Environment
A. Academics, Cognitive Development
R. Regulation – Social, Emotional, Behavioral

- ◆ CCC S.T.A.R. Program currently supports students ages from 3 to 21 as a public day school.
- ◆ CCC follows a school calendar (180 school days, 5 days per week; 6 hours per day).
- ◆ S.T.A.R. programs offer an extended school year program for students when deemed necessary by the IEP Team.
- ◆ Speech, Occupational, & Physical therapies are integrated into all activities, as well as provided direct in accordance with a student's IEP.
- ◆ S.T.A.R. employs a full-time nurse for health and medical support.
- ◆ All CCC programs meet regulations for MCAS, utilizing the MCAS Alternate Assessment when appropriate.
- ◆ Parent support includes the opportunity for participation in a parent group/Parent Advisory Council (PAC) that meets regularly during the school year.
- ◆ The Program Director will notify the parents and Department of Early & Elementary Education regarding any significant change to programming

S.T.A.R. Programs

Developmental Training Class (DTC)

DTC classrooms are designed to meet the individual sensory, motor and cognitive needs of Pre-K to age 22 students with severe, multiple and/or medical disabilities. Emphasis is placed on development of responses to a variety of stimuli, positioning, and refinement of self-help programs with direct therapeutic consultation. Educational needs include communication, augmentative devices, social skills, modified academics, and pre-vocational skills. A focus of programming is to gain independence and improve quality of life.

Autism Spectrum Disorders - Behavior/Communication (ASD/BC)

The ASD/BC classrooms address the educational and pre-vocational/vocational needs of students up to age 22 with severe communication, social, cognitive, and behavioral needs through structured teaching and guided by principles of Applied Behavior Analysis. Emphasis is placed upon increasing functional and independence skills, as well as behavioral regulation. Academics, self-care, and life skills are addressed through hands-on activities and daily routines and experiences. Therapies are integrated daily within the classroom activities. Programs are individualized to meet students' needs and priorities and offer a high teacher to student ratio. Behavioral needs are supported through individual plans developed to address the function of a behavior and the teaching of replacement skills.

Emotional Disorders/Behavior Disorders (ED/BD)

The ED/BD classrooms are designed to integrate behavioral, social, clinical, & academic supports for students in grades 1-4 who have been unsuccessful in an inclusion setting. Students are generally working at or near grade-level academically, but need to develop coping skills with the goal of returning to a less restrictive setting. Students may present with differing disabilities (e.g. ADHD, Bipolar, ODD, NVLD and/or ASD/PDD-NOS). The program offers instruction in a therapeutic milieu and incorporates principles of Applied Behavior Analysis.

Cape Cod Collaborative S.T.A.R. Programs Osterville Campus Calendar 2011 - 2012

Calendar Subject to Change

	July	January (20)																																																																																																			
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<p>10/7 - No School All-Cape Inservice Day 10/10 - No School Columbus Day 10/26 - Early Release, Staff Inservice</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>4/16-4/20 - Spring Vacation</p>
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<p>11/11 - No School, Veterans Day 11/22 - Family Luncheon 11/23-11/25 - Thanksgiving Break</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>5/14 - Early Release - Staff Inservice 5/26 - Memorial Day</p>
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- Indicates opening day of school and closing day
- Indicates holidays & vacations
- Indicates Family event
- X Indicates Teachers' In-service day (no school for students)
- Indicates Early Release Day for all students @ 11:45; Full day staff

updated 6/3/11

418 Bumps River Rd, Osterville, MA 02655
508-420-6950 Fax 508-420-6959

School Hours 9 AM - 3 PM
ESY Hours 9 AM - 2 PM
Office Hours 8 AM - 4 PM

**Cape Cod Collaborative
Osterville Campus
(Administration-STAR Program-Transportation)
418 Bumps River Road
Osterville, MA 02566
Phone: 508.420.6950
FAX: 508.420.6959**

**Bourne Campus
(Alternative Education Program)
5500 Curtis Boulevard
Otis ANGB, MA 02542
Phone: 508.546.5099
Fax: 508.564.5263**

Paul C. Hilton	Executive Director
Anita Woods	Director, STAR Program
Larry Carroll	Director, Alternative Education Program
Dr. Joseph Gilbert	Director, Special Projects
Jim Brown	Business Manager
Patti Pawloski	Transportation Manager
Alice Wheeler	Medicaid Reimbursement Service
Sheila Murray	Administrative Assistant, Osterville
Beth Deck	Administrative Assistant, Osterville
Esther Owen	Administrative Assistant, Bourne

The Cape Cod Collaborative Administrative Office is open from
7:00 A.M. - 4:00 P.M. daily. The office will be closed on the following days:

July 4, 2011	Independence Day
September 4, 2011	Labor Day
October 10, 2011	Columbus Day
November 11, 2011	Veteran's Day
November 23, 2011	½ Day
November 24 & 25, 2011	Thanksgiving
December 23, 2011	Closed
January 2, 2012	Closed
January 17, 2012	Martin Luther King Day
February 20, 2012	President's Day
April 16, 2012	Patriot's Day
May 28, 2012	Memorial Day
Summer office hours are 8:00 A.M. - 2:00 P.M.	

S.T.A.R. Contact Information:

School Address: 418 Bumps River Road, Osterville, MA 02655
School Phone: 508-420-6950
School Fax: 508-420-6959

Anita Woods, Program Director x 15 A.Woods@CapeCodCollaborative.org
Beth Deck, Admin. Assistant x 37 BDeck@CapeCodCollaborative.org

Susan Blaha, Program Nurse x 17 S.Blaha@CapeCodCollaborative.org

Peggy Brooks, Clinician x 32 P.Brooks@CapeCodCollaborative.org
Jen Stevenson, Vocational Specialist J.Stevenson@CapeCodCollaborative.org
Julia Bryant, BCBA x 50 J.Bryant@CapeCodCollaborative.org

Classroom Teachers:

Andrea Smith x 24 A.Smith@CapeCodCollaborative.org
Mary Pomeroy x 25 M.Pomeroy@CapeCodCollaborative.org
Kathryn Linnell x 26 K.Linnell@CapeCodCollaborative.org
Melissa VanEssendelft x 16 M.VanEssendelft@CapeCodCollaborative.org
Ellen O'Connell-Lowder x 28 E.O'Connell-Lowder@CapeCodCollaborative.org
Jen Pomocka-Coyner x J.Pomocka-Coyner@CapeCodCollaborative.org
Sandy Smith x 30 S.Smith@CapeCodCollaborative.org
Phil Nobile x 31 P.Nobile@CapeCodCollaborative.org
John Herring x 29 J.Herring@CapeCodCollaborative.org
Pegeen Kostinas x P.Kostinas@CapeCodCollaborative.org

Therapy Department x 27

Linda Dillon, OT L.Dillon@CapeCodCollaborative.org
Suzanne Greenberg-Carroll S.Greenberg-Carroll@CapeCodCollaborative.org
Peggy Curran, SLPA P.Curran@CapeCodCollaborative.org
Beth Kerr, OTA B.Kerr@CapeCodCollaborative.org
Dr. James Abbott, PT J.Abbott@CapeCodCollaborative.org
John Nathan, PT J.Nathan@CapeCodCollaborative.org
Dana Leach, PTA D.Leach@CapeCodCollaborative.org
Anne Marie Walker A.Walker@CapeCodCollaborative.org

Transportation

Dispatch x 18
Dispatch cell phone 774.930.0198

Admissions Procedures:

The CCC S.T.A.R. Program provides programming for students from sending school districts who are experiencing difficulties or challenges in their current educational setting(s). Student challenges may include: learning and/or cognitive deficits; behavior problems; emotional problems; and/or specialized healthcare needs. These difficulties have resulted in a need for specialized educational programming.

- The S.T.A.R. program receives referrals from the public school systems of the member communities, as well as other surrounding communities.
 - Referral packets may contain education records and history, Individual Education Plans, discipline reports, testing results, medical information or other pertinent information necessary to guide enrollment decisions.
 - Referrals are received by the Program Director.
 - The Program Director is responsible for determining students appropriate to the program.
- Admission is based upon the combined information derived from the record review, discussion with district personnel and input from the family.
 - Placement may range from 45 days to a complete academic year (180 days).
 - Our objective is to maintain flexibility to enable service of all (appropriate) referrals. The STAR Program mandates cooperative effort, identifiable goals and exit criteria to be guided by TEAM decisions.
 - CCC strives to support students in their growth and development for success in returning to a less restrictive setting whenever possible and to maintain FAPE for all students.
- No student shall be excluded from admission on account of race, color, gender, religion, national origin, sexual orientation or disability. The following grievance procedure will be observed:
 - Students/parents/guardians will bring the matter to the attention of Anita Woods, the Program Director.
 - If the matter is not resolved within seven (7) days, the student/parent/guardian may appeal in writing to the Executive Director, Paul Hilton.
 - If, at the end of fourteen (14) days after appealing to the Executive Director the matter remains unsolved, the student/parent/guardian may appeal the grievance to the Board of Directors within three (3) work days after the date of the Collaborative Director's reply. This shall be done by sending a written request to the Board, via the Collaborative Director, for a hearing. The Board of Directors shall hold such hearing at a special meeting called for that purpose or at its next regularly scheduled Board meeting. Whether such hearing is held in open or executive session shall be controlled by the provisions of Chapter 39 of the Massachusetts General Laws (i.e., the Open Meeting Law). The Board of Directors' decision relative to the grievance shall be final and shall be rendered within twenty (20) business days of the hearing.
 - If the matter remains unresolved, the complaint may be referred to the United States Department of Education, Office for Civil Rights, Boston, MA.
- Families/Students referred to the S.T.A.R. Program will have an opportunity to view the recommended program and facilities with the Program Director, designee and/or school liaison prior to placement. This will allow the families an opportunity to meet the staff and see other enrolled students.
 - Upon request, the Director or designee shall be available to meet with the student and family to explain the school's purpose and services, policies regarding student and parent rights including: student records, the health program, and procedures for termination of a student.
- An intake packet is shared with the family as part of the registration process.
 - The student's Massachusetts School Health record will be reviewed by the program nurse prior to admission. Record should include evidence that the student has had a physical examination by a licensed physician within the previous twelve (12) months unless deemed an emergency placement, in which case school will work with family and sending district to ensure child receives a physical examination within thirty (30) days.
 - All students must be up to date with immunizations, in accordance with Department of Public Health Regulations, in order to attend the STAR programs.
 - The Home Language Survey will assist the Collaborative in identifying the student's specific language needs. If a language other than English is spoken in the home, the program will work with the student's home school district in implementing the necessary translation of materials. Upon request, the Collaborative will have school information translated, either orally or in writing, and will provide copies of important school announcements in languages other than English.

Attendance:

Consistent attendance is integral to each student's academic, social and behavioral progress.

Attendance records are shared at the end of each month with a student's sending district.

If your child is absent from school:

- Please telephone **BOTH** the program **AND** the appropriate transportation personnel
- **IF YOUR CHILD IS TRANSPORTED BY CAPE COD COLLABORATIVE, PLEASE CONTACT PATTI PAWLOSKI, MANAGER, AT 508.420.6950 x 18 (an answering machine is available when the office is closed) or call dispatch cell phone at 774.930.0198**
- If that is not possible please contact the Collaborative Administration office at 508.420.6950 x 10 to leave a message.
- If your child's classroom does receive information regarding an absence from the family, we may call to confirm all absences.
- If your child is absent, you will receive follow-up telephone calls from the classroom teacher and/or program nurse to inquire about the student's current status.

Although daily attendance is desirable for all students, illness does occur which may make it **INADVISABLE** for the student to attend school. Should your child miss school due to illness for 5 or more consecutive days, you may be asked to provide a note from your physician clearing the student to return.

Please see the section on "illness" for further guidelines.

Arrivals / Dismissals:

Students are monitored by staff as they get off/on their buses and as they proceed throughout the hallways within the school building.

If a student is being driven to school, please bring the student into the school building to be met by a staff member.

If a student is to be dismissed early, a parent can notify the teacher through the home/school notebook, phone or other pre-arranged method of communication (e.g. email). Parents (or designated responsible adult) must enter the building and sign a student out. If the adult is unfamiliar to the S.T.A.R. staff, they will be required to provide identification. A copy of their identification may be kept in the student file to document the dismissal.

Students may be dismissed due to illness that is diagnosed by the program nurse, in accordance with Department of Public Health Regulations. Staff will make every effort to support a student throughout the school day if they are not feeling well, yet do not meet criteria to be dismissed by the school nurse.

Should a student be experiencing behavioral difficulties near dismissal time, CCC staff will determine the status of a student to safely ride their regular transportation. A family member (or other emergency contact) may be called to pick a student up if they are determined to be unsafe for themselves or other students riding on the same transportation.

Bathroom:

Some classrooms have scheduled bathroom breaks built into the school day in order to prevent continuous disruptions to learning. Students are encouraged to use the bathroom at the scheduled times. Student requests to use the bathroom will be honored.

Students requiring assistance in the bathroom will be provided with a staff member to meet their needs. Students not requiring direct assistance will still have a staff member in proximity to bathroom door.

Students requiring total adult assistance will be provided the respect and support needed to meet their needs. A private area off the nurse's office is available with the necessary space and materials for changing and diapering.

CCC staff follow Universal Precautions in handling any bodily functions (e.g. use of gloves, proper disposal of soiled diapers). When determined as necessary by a student's family and/or IEP TEAM, data may be maintained to record toileting activity.

Families are encouraged to send in an extra set of clothing should an accident occur during the school day.

Behavioral Standards & Protocols:

CCC S.T.A.R. Program supports the belief that "behavior is communication" and students present with individual needs. Student behavior is impacted by the ability to communicate and process information within the environment. Students may react to their environment (temperature, auditory, visual, etc.) and their internal biological and/or neurological states. Adults are expected to work to understand the behavior as communication to meet the student needs and address the function of the behavior. Students may utilize inappropriate behaviors as a primary form of communication. Students may present with aggressive or destructive tendencies and some students do exhibit self-abusive behaviors to communicate frustration, anxiety or protest.

Students experiencing emotional challenges may exhibit inappropriate behaviors (aggressive or destructive tendencies, verbal threats) to communicate their anxiety, frustration, and/or confusion. Direct social skills and problem solving skills instruction are required on a daily basis to support shaping of appropriate behaviors and replacing inappropriate behaviors. Students may demonstrate a hyper-vigilant state that requires support and facilitation to feel safe in their environment.

Students experiencing emotional challenges may work on a daily contract system that includes a structure of "**5 Points of Respect**": Respect for **self**, for **adults**, for **peers**, for **property**, and respect for **personal space**. The contract includes daily data (points) and works on a positive behavior shaping model. Students advance in levels and privileges and may participate in a token economy system within their classroom. (For students participating in a Level System within their program, a copy is shared with families prior to intake.)

For all behavioral challenges, knowledge of a child's disability and skill level guides interventions. Positive behavior supports are utilized which include environmental controls and

accommodations (e.g. use of visuals or other concrete strategies) to provide pro-active strategies to minimize behaviors and support communication. Staff utilize Crisis Prevention Interventions (CPI) strategies to de-escalate behaviors whenever possible and train on a foundation of Behavior Protocols. (Copies of the Behavior Protocols are available for parents to review prior to intake.) When individualized supports are deemed necessary, a functional behavior assessment (FBA) may be utilized to develop individual behavior support plans (BSP) and individualized strategies for consistent (adult) responses. Parents would be expected to participate in developing a BSP before it is initiated. (Parents are asked to sign any BSP and are provided with a copy.)

Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding management of behavior.

Board of Directors:

Cape Cod Collaborative serves as an extension of the Public Schools. CCC is governed by a Board of Directors which consists of School Committee representatives from each member town: Barnstable, Bourne, Brewster, Cape Cod Technical HS, Chatham, Dennis-Yarmouth, Eastham, Falmouth, Harwich, Martha's Vineyard, Mashpee, Nantucket, Nauset, Orleans, Provincetown, Sandwich, Truro, Upper Cape RTSH, Wareham and Wellfleet.

Meetings are held on the second Wednesday of the month at 5:00 p.m. Meetings times, dates, and locations are posted on our website, www.cccollaborative.org. Meetings are open to the public.

Bullying:

The Cape Cod Collaborative has a Bullying Prevention and Intervention Plan approved through the DESE (December 2010). The full plan is available on our website, www.cccollaborative.org.

Questions or concerns related to bullying should immediately be brought to the attention of the Program Director or clinical staff.

Case Management:

Each student is assigned to a case management (IEP) team consisting of the classroom teacher, program therapists, classroom assistant staff, and Program Director. This case management team coordinates the implementation of the student's Individual Education Plan. CCC staff meet regularly to discuss student needs, guide programming and address issues in a proactive manner.

The Program Director works together with the classroom teacher and other staff to coordinate meetings, monitor student progress, coordinate communication and service delivery around the student's educational programming. Ongoing and consistent communication between home and school, as well as between the program and student's sending district is critical in forming a partnership leading to student success.

Certificates of Attendance and/or High School Diplomas:

Graduation requirements follow the policies of a student's home district. Students not meeting their district graduation requirements may receive a certificate of attendance, as outlined from the home district.

Challenger Club

Cape Cod Challenger Club is separate from the Cape Cod Collaborative. Any questions or concerns related to their programs and services should be directed to the Challenger staff.

Their contact information is:

info@capecodchallenger.org

508-420-6950, ext 35 or 36;

Fax: 508-420-6959.

The office is located off the lobby in the Cape Cod Collaborative Osterville campus building, 418 Bumps River Road, Osterville.

Collaboration / Communication:

The STAR Program Director is responsible for maintaining ongoing communication with a student's sending district. Classroom teachers are responsible for maintaining home/school communication related to daily/weekly activities and events. Daily notebooks can be a vital means of home/school communication. Other forms may be utilized for communication such as email and/or phone calls, etc. Parents should include pertinent health and medical information, or other information pertinent to a student's successful school day. Questions, concerns, or scheduled appointments may be included in this home/school reporting.

CCC staff will work to support other agencies that may be involved with a student's care. A family may be asked to sign a release form allowing permission for staff to discuss a student's educational program. With adequate notice, staff may be able to provide input (e.g. classroom data or other summaries) on request from families to bring to doctor or therapy appointments.

Curriculum:

The Massachusetts Curriculum Frameworks serve as the foundation for content learning at each grade level. For students working significantly below grade level skills, staff utilize the *Resource Guide to the Curriculum Frameworks for Students with Disabilities (Fall 2006)* to aide in their lesson development. Academics are modified to meet student need so that students participate at grade level whenever possible or through "entry" or "access" points.

Students may require instruction in the areas of self-help and daily living skills and/or direct social skills instruction. Students may also require pre-vocational/vocational instruction within their program. The CCC S.T.A.R. program works on foundation skills such as increasing independence and organization to task, seeking/gathering needed materials, sustaining attention to task and completion of task(s). Functional academics support vocational activities and building independence. Ongoing assessment of student strengths and interests guide activities.

Dress Code:

The dress code is governed by health, safety, and independence in self-care routines.

Early Release Days:

Early release days are scheduled periodically through the school year to allow opportunities for CCC staff to participate in professional development or training or to conduct program planning and team collaboration.

On Early release days, students will be dismissed at 11:45. They will not have lunch on that day, but will be offered a snack mid-morning. **Please ensure someone is home to meet your child from the school vehicles on these days.**

Emergency Procedures:

CCC staff shall provide whatever means are available to them to preserve and protect a child's life in the event of an emergency.

In the event of an emergency, proper notification procedures shall be observed. This requires that each Collaborative staff have available an emergency procedure established for his/her classroom that should include names, telephone numbers and other pertinent information concerning those who are to be contacted. **A copy of this procedure is filed with the Collaborative office. Please inform CCC of any changes or additional contacts.**

Due to the medical needs of students, some programs may require the involvement and input from a local rescue squad. The program nurse shall closely coordinate specific arrangements for their involvement.

CC Collaborative will comply with all required building and safety codes, and maintain current certificates of compliance from appropriate agencies. It is the policy to provide staff with necessary emergency and safety training in order to promote a safe school environment.

This includes:

1. Evacuation Drills conducted in collaboration with the local Fire Department.
2. Written evacuation plans posted and reviewed with staff and students.
3. First Aid kits and fire extinguishers located in designated areas.
4. Annual training in First Aid, C.P.R. and seizure monitoring.
5. Annual training in Crisis Prevention Intervention strategies.

Students requiring specialized nursing procedures with have an Individual Health Care Plan (IHCP) developed by the IEP team which includes the family and the program nurse.

End of School Year:

CCC students attend 180 school days with adjustments made related to snow or other scheduling concerns. The last day of school is an early release day; students will be dismissed at 11:45 a.m.

English as a Second Language (ESL):

CCC works directly with the sending district to provide English language support should it be required.

Field Trips:

Field Trips are planned by classroom teachers as opportunities to expand instruction/content themes, generalize & practice skills, and/or address IEP goals and objectives.

Trips are planned in advance and notice/information will be shared with parents & guardians for those students participating.

Home visits:

Home visits are available to support ongoing communication between home and school. Please contact your classroom teacher to discuss this option.

Homework:

Homework, when appropriate, is assigned by a classroom teacher in collaboration with the family. Homework would be meant to practice skills learned, introduce new concepts/ideas, or expand upon themes/activities presented in the school setting.

Illness and/or hospitalization:

If your child is ill, please keep him/her home until they are recovered. It is often difficult for a child to learn when they are not feeling well. Children who come to school ill, or become ill while in school, will be sent home. The classroom nurse will notify you of this decision. Our goal is to keep your child's classroom a healthy, learning environment.

Parents are responsible for providing transportation in the case of illness. If this is not possible, we ask that you designate another responsible person who can take responsibility for your child.

The following parameters can be used as a guideline for keeping a child home after an illness:

- **FEVER:** As a rule, a student with a fever of **100 or over** should remain home. **Twenty-four (24) hours after** the fever has broken, the student can return to school.
- **Cold:** If the student feels well enough and does not have a fever, a child with cold symptoms can go to school, particularly after the first day or two of the cold.
- **VOMITING/DIARRHEA:** A student who has been vomiting or had diarrhea within the last 24 hours should remain home.
- **EAR INFECTION:** There is no need to keep the student, who is being treated, home **UNLESS** the student has fever and/or ear pain.
- **OTHER:** Until appropriate treatment has been received, no student should attend with Impetigo, Conjunctivitis (Pink Eye), Pediculosis (Lice), Pinworms, and unusual rashes. Contact the nurse or teacher if you have a question. (508-420-6950, ext 18)

IN ADDITION: If you have medicated your child in the morning (Tylenol, Dimetapp, etc.), please let the teacher/nurse know this by telephone or the daily notebook. This will avoid the possibility of “double-dosing” and allows the nurse to make a more accurate assessment of your child’s health.

PLEASE REMEMBER: Any information regarding your child should be communicated by telephone or the daily notebook, **NOT THROUGH THE BUS DRIVER.**

Following an illness or hospitalization:

Many of our children are followed on an on-going basis by physicians and/or comprehensive medical/diagnostic facilities. With your permission, we would like to establish communication with the people at these facilities. Included in the registration packet, was an optional form entitled **AUTHORIZATION TO RELEASE/REQUEST INFORMATION.** If you have not completed this form, please be advised that it really would be helpful to the Collaborative staff if you do so.

May we suggest...

- Provide advance notice to the Collaborative staff of appointments if you would like us to communicate our information about your child to the person(s) involved in the medical/therapy evaluation.

- You request reports (and sign a release form at the time of request) and a copy be sent to us upon completion of the work with your child.

Return to School Following Hospitalization:

Parents **MUST** have a physician’s written statement that a child is ready to return to school. Included in the physician’s written statement, or attached, should be information concerning any changes in the child’s medical procedures, therapy prescriptions, medicine dosages, etc.

PLEASE NOTE:

**Information regarding prolonged illness or hospitalizations will be shared with a student’s sending district*

Any changes required in a student’s education program **MUST be approved by the student’s home district.*

Immediate Notification:

Necessity for notification of a serious incident occurring during the school day will be determined by the Executive Director, Program Director, or other designated personnel. Notices as appropriate will be sent to parents, the public school district special education administrator, and to any state agency involved in the student’s care or placement (by telephone and letter), and the Department of Elementary and Secondary Education (by telephone and Form 2) regarding incidents where this contact is determined to be necessary.

Notification may be completed via the Alert Now System*, written materials sent home, notation in the home/school communication book or direct contact as deemed appropriate to the situation.

Notification regarding the need for school closure (e.g. due to inclement weather or other emergency) will be done via the Alert Now System* and an announcement may be broadcast on the radio.

(*Alert Now System contact information form is included in the registration packet. Please notify the office should this information change during the school year.)

Individual Education Plans (IEP) and Progress Reports

A student's home district is responsible for development, monitoring, and compliance of a student's Individual Education Plan (IEP).

CCC staff work in collaboration with district personnel and the family/guardians as part of an IEP TEAM to develop a plan appropriate to address a student's individual needs.

CCC staff will provide quarterly progress reports for all students attending the program that address the status of meeting the goals and objectives as outlined. Progress may also be noted related to behavioral data, health status, attendance information, or other pertinent information to document progress or regression.

Incident Reports:

Incident Reports are written to document any student injury or emergency or to document student behavior that results in the need for hands-on intervention (e.g. restraint). Incident Reports are kept as part of a student's file and copies are shared with the sending district.

Legal Status/Change of Legal Status:

Parents/Guardians are responsible for informing the Program Director or other designated TEAM member of the results of all judicial proceedings (e.g. custody agreements, status of restraining orders, Care and Protection Petitions, or other criminal investigations or charges pending). The Program Director will inform all pertinent staff as to the information acquired. Appropriate plans or interventions will be developed in response to the legal information provided.

Less Restrictive Environments:

CCC S.T.A.R. Teams will work to support student growth and success to provide instruction in a less restrictive environment as appropriate to meet a student's individual needs. The TEAM will document student progress and collaborate with a student's sending district to work towards moving a student to a less restrictive environment as soon as is appropriate.

Lunch Program:

Students may bring their own lunch and beverage or may order a school lunch. Students may apply for Free or Reduced School Lunches. Eligibility is determined by the School Lunch Manager in accordance with all regulations.

Mandated Reporting of Suspected Child Abuse:

Under Massachusetts General Laws Chapter 119, Section 51A, 51G, any public or private school teacher, educational administrator, guidance or family counselor, nurse or social worker, as well as certain other professionals who in his/her professional capacity have

reasonable cause to believe that a child under eighteen years is suffering serious physical or emotional injury resulting from abuse by a caretaker, including sexual abuse, malnutrition or neglect must report such conditions to the Department of Social Services.

CCC staff will be vigilant to signs and symptoms of suspected abuse/neglect and carefully document objective data that is directly witnessed that may indicate a reportable situation. With due respect given to maintain confidentiality, the school nurse will conference with the Program Director or other designated staff. Together a decision will be made as to the appropriateness of filing a 51A with Department of Child and Family Services (DCF) and or other necessary agencies (ESE, DDS, DMH, etc.).

CCC Staff receive annual training in definitions and policies related to suspected abuse and mandated reporting. It is not the responsibility of staff to prove a child has been abused and/or neglected or to determine whether the child is in need of protection.

MCAS Participation:

All students participate as required by law in the state testing through standardized MCAS or through the MCAS-Alternate Assessment. Any necessary accommodations would be outlined through a student's IEP.

Medication Policy:

Should your child require medication or medical procedures, it is necessary that you follow these guidelines:

- School/state regulations require that any medications (both prescription and non-prescription i.e. Tylenol or Ibuprofen) given during the school day, be authorized by **BOTH** parent and physician. If you wish your child to receive medications during school hours, please fill out the appropriate form and return it to school. We must have the form **BEFORE** we can administer medication in a school setting.
- All Doctor's orders and student information packets are to be renewed yearly. **This information must be completed by the beginning of each new school year.**
- If your child receives daily medication, please see that it is sent in a properly labeled and child-proof pharmacy bottle. Have your pharmacist prepare a bottle especially for use at school. No more than a 30-day school supply of the prescription medication for a student shall be stored at the school
- Should your child require a short-term antibiotic, please write a note giving the nurse permission to dispense. The pharmacy label can serve as the doctor's order. This is only to be done with medications that are of short duration. You may bring this in daily, and we will return it to you at the end of the school day.
- You may wish to have a Tylenol order on file for your child (fever, discomfort). This also requires authorization. You must supply a small bottle, to be labeled and stored in the nurses' office at school.
- Should your child require a special procedure, i.e., suction, gastrostomy feeding, oxygen, nebulizer, etc., it is also necessary to have authorization. Please fill out the appropriate form. You are responsible for providing the necessary equipment for the procedure.

All medications needed by students during the school day MUST be brought in to the school by the parent. This is a school and State policy. Medications may not be sent with the student. Monitors or drivers are not allowed to transport medication.

Please plan accordingly should your child require medication during the school day. The School nurse will accept and store the medication. The School nurse will notify the parent when the medication is running low. Any change in medication or dosage must be authorized by a new order from a physician.

Parent Advisory Council (PAC):

The Parent Advisory Council meets throughout the school year to work with administration in support of school events and activities. 2011-2012 school year PAC contacts:

Toni Zugel toniwz@capecod.net
Tina Quarnstrom tnahkala@comcast.net

Parent Complaints or Grievances:

If a parent is unhappy with a child's teacher, therapists, etc., he/she should try to work out the difficulty with the staff person by setting up a meeting or a telephone call.

If this method is not successful, the parent should contact Anita Woods, S.T.A.R. Director at 508.420.6950 x15.

Collaborative transportation concerns should be addressed to **Patti Pawloski, Transportation Manager**, at **508.420.6950 x 20**.

If a school district is transporting your child, please contact the district's transportation manager/liaison.

Parent / Guardian Involvement:

Ongoing communication and collaboration with home is critical for student success. CCC encourages parent/family involvement. You can contact the classroom teacher, therapist, nurse, or program director at any time to set up a conference to discuss your child's education program or medical needs.

A Parent Group will be offered the 3rd Monday of each month; a schedule of meetings will be sent home during the first week of school and is available in our office.

Parent volunteers are welcomed. Please contact your child's teacher to make arrangements for the weekday and hour you will be able to volunteer and to discuss your interest/skills that can be used, shared in the classroom.

The law requires a CORI be done for all volunteers interacting with students. Please contact the Program Director with any questions.

Physical Education Program:

The PE Program is done in collaboration with the classroom teacher, program nurse, physical therapists and PE Assistant to deliver an instructional program providing a variety of

developmentally appropriate physical activities to promote physical fitness, positive attitudes, good sportsmanship and knowledge for a life time of health and fitness. Student activities for those with more severe physical needs are guided by the physical therapist.

Physical Restraint:

The Cape Cod Collaborative S.T.A.R. Program faculty understands the necessity to provide and maintain a safe environment for all. S.T.A.R. staff are trained using the Crisis Prevention Intervention (CPI) model, as well as implementing a foundation of learning through the science of Applied Behavior Analysis. S.T.A.R. programs apply a structure through Positive Behavior Intervention and Supports (PBIS) within the school environment. Even with these supports and structure in place escalation of behavior can occur. Physical restraint is used only when other methods of intervention have failed and the student continues to present as a danger to himself or others. Staff are trained in physical management techniques to ensure that no one is hurt, and that the dangerous and out of control behavior is controlled quickly and safely.

Cape Cod Collaborative's S.T.A.R. Programs follow a hierarchy of interventions. For students demonstrating a pattern of disruptive or aggressive behavior, Individual Behavior Support Plans may be developed by the Team. Parents/Guardians are a critical component of this Team and will provide input, review plans, and have any questions or concerns addressed. These procedures are monitored and designed to create a clearer understanding about why specific measures are required and how alternative strategies may be implemented and/or how teaching new skills be addressed.

Only staff trained in the proper safety procedures may work with a student requiring restraint. Staff should follow the regulations and definitions set forth by Massachusetts 603 CMR 46.00.

Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding management of behavior.

Physical Restraint Protocols:

Restraint is defined as "The use of bodily force to limit a student's freedom of movement." {46.02(3)}. Touching or holding a student without the use of force (e.g. physical escort, touching to provide instructional assistance, and other forms of physical contact that do not include the use of force) are not considered a restraint. Chemical and Seclusion Restraints are not allowed in this setting.

When a situation escalates to necessitate a restraint, a minimum of 2 staff are present. Staff must document the event in writing to the Program Director for review within 24 hours. Parents are called to notify them of the situation.

Crisis Prevention Intervention's Non-Violent Physical Crisis Intervention Training Model

Staff is taught behavior is an "integrated experience." Staff response effects student behavior just as student behavior effects staff response.

The four levels of crisis intervention and the appropriate staff response are described here:

- **Level 1 – Anxiety**

One of the first behaviors one will observe in the crisis development model is the *anxiety* level. Anxiety is defined as a noticeable increase or change in affect or behavior.

- **Staff Response is to be supportive.**

Supportive approach requires the staff to be more empathetic and to actively listen to what is bothering the individual. Staff should attempt to decrease a student's anxiety or frustrations (e.g. offer verbal or physical support, simplify or modify expectations, provide accommodations, plan proactively for noted patterns of anxiety) in an effort to de-escalate a situation.

- **Level 2 – Defensive**

The defensive stage signifies the beginning stages of loss of rationality. At this point the person gives cues (verbally and/or non-verbally) indicating the person is beginning to lose control; the individual can be verbally belligerent and/or threatening. The individual is challenging staff/authority. At this stage, the person may not be able to process information quickly. Staff must consider tone, cadence, proximity and body posture. Power struggles may ensue and student may use abusive language and test staff limits. This is an extremely critical time during the crisis development. Staff attitude and behavior are critical to facilitating a positive intervention. A verbal behavior requires a verbal/non-verbal response.

- **Staff Response is to be directive (setting limits)**

The best staff response during the defensive level is a directive approach which entails setting behavioral limits for the individual. The staff member needs to take control as an empathic approach is not productive at this level; the individual is irrational and testing limits. The individual needs and may be seeking structural limits to regain rational control. Limits must be clearly stated in a non-threatening, neutral manner. Staff response is critical during this level to continue to the goal of de-escalation and maintain safety for the individual, the staff, and other that may be present.

- **Level 3 – The Acting Out Person**

This behavior is defined as a total loss of control which usually involves physical aggression. The individual is no longer able to control himself and verbal aggression turns into physical acting out. The person may attempt to harm himself staff or other people. The crisis has reached the point where all verbal means of managing the situation have been exhausted. The person is no longer responding to reason and may present a danger to himself, staff, or others in the area.

- **Staff Response may be to use Nonviolent Physical Crisis Intervention**

The decision to use nonviolent physical crisis intervention is a serious and important decision, as is the decision not to. The ability to recognize antecedent behaviors and to intervene early enough so that staff and students are safe is essential to this process. Staff need to use safe methods of intervention in order to help the acting out individual regain control. Physical intervention is done with the *welfare, care, safety, and security* of all those involved. **Physical intervention should never be utilized as a punitive measure.**

▪ **Level 4 – Tension Reduction**

The tension reduction behavior is the fourth and final level in the crisis development model and may be one of the most important. The individual will begin to demonstrate a decrease in physical and emotional energy being expended and will begin to regain rationality. Often a person who only a moment ago was aggressive and hostile, can afterwards be emotional withdrawn, remorseful, or apologetic. The individual who is experiencing tension reduction has been through a very frightening and traumatic experience, some or all of which he/she may not remember. The individual may be very vulnerable during this phase.

○ **Staff Response is to establish therapeutic rapport**

Staff begin to re-establish communication and positive interactions with the individual. Non-judgmental and calm interactions are needed to help the individual regain control and composure. Staff will process/review with an individual and help the student re-enter an activity or lesson. Staff continue to review and assess all incidents in order to plan proactive strategies and supports for students.

▪ **Staff Training**

Staff participate in annual training (minimum 6-8 hours) and re-visit behavioral protocols throughout the school year through planning and debriefing exercises.

Program students – Care outside the classroom:

It is the policy of Cape Cod Collaborative's Board of Directors, in order to ensure the objectivity of teachers and staff members toward the students in their programs, and thereby to maintain the effectiveness of the Collaborative programs, that no teacher or staff member will provide care during the school year outside of the Collaborative program for students who are enrolled in that teacher's or staff member's Collaborative classroom. This does not include care that may be contracted by a student's sending district outside of program time.

Runaway Students:

The definition of a runaway student shall be *a student who leaves Cape Cod Collaborative premises, or leaves the group during a community activity without permission of the staff and is unable to be located within 30 minutes.*

CCC staff will follow procedures:

1. **Immediately transmit "Code Amber" and the best known location of the elopement using the hand held radios.**
2. Inform the Program Director and/or Executive Director of the elopement.
3. Staff will notify the local police or emergency service agency to inform them of a student that has walked off or runaway and been unable to be located.
4. Program Director or other designated staff member will inform the parents, guardians or state agency involved in the student's care or placement that they have walked off or are missing.
5. Program Director or other designated staff member will inform the Executive Director, sending district liaison or Director, and the Department of Elementary & Secondary Education as is required.

CCC staff, before allowing a student back into the population, will review the individual details of the incident with parents/guardians and the Program Director (or other designated staff) to determine the appropriate next step.

A runaway student is not the same as a student that has bolted from an area and staff are able to support return to the area/activity. If a student presents as a risk for bolting or is threatening to leave the area, staff will determine if a risk is evident and may position themselves to block a student. In cases where safety is of imminent concern, staff may need to hold a student to maintain their safety.

School Schedule:

CCC S.T.A.R. Program follows the general school calendar (180 school days).
Programs run Monday – Friday, 9:00 a.m. to 3:00 p.m.

A copy of the school calendar is provided in the beginning of this handbook and is accessible on our website (www.cccollaborative.org).

When an IEP TEAM deems it appropriate for participation, CCC also offers an extended school-year program during July and August.

Service Animals:

The Cape Cod Collaborative has a Service Animal Policy (March 2011) that is available on our website at www.cccollaborative.org. The Cape Cod Collaborative follows the guidelines as outlined in IDEA to support access to all educational activities.

Smoking:

In accordance with the law, smoking is not allowed at any time within the school building or on school grounds.

Snow Days:

There is no school for students at the CCC S.T.A.R. program when school is cancelled for the town of Barnstable. If your home school district does not have school due to inclement weather, your child will not have school. Listen for cancellations for your town and/or the town of Barnstable on the local radio and TV stations. We will utilize the Alert Now System to notify parents of a school closing as well.

Student Records:

Confidentiality is respected related to student files. Administrators, teachers and other CCC employees working with students are authorized to access student files. Upon discharge, sending districts are contacted related to return of student files. Should families/guardians have any questions related to student records, they can contact the Program Director (ext. 15) or contact the Executive Director (ext. 11).

Supervision of Students:

It is the responsibility of CCC staff to maintain supervision for students attending our program at all times during the school day.

Suspension Policy:

Suspension is a last resort and is used only in response to the most serious behavioral incidents, which present safety risks within the school environment. The decision to suspend a student is made by the Program Director. A detailed written incident report will be provided to the Program Director by those who directly observed and/or were involved in the incident within 24 hours. The Program Director will request a meeting with the family/guardians and School district liaison to discuss the incident and recommend a plan of action.

In the event that a suspension should be necessary, the following procedures will be followed:

- Whenever a student is suspended, the school shall immediately notify the parents and the public school or human service agency responsible for the placement. Within 24 hours, the school shall send a written statement explaining the reasons for suspension to the parents and public school district.
- No student may be suspended and sent home unless a responsible adult is available to receive the student.
- Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.
- Procedures must be in place to record and track the number and duration of suspensions, including suspensions from any part of the student's IEP program (including transportation).

In the event that the suspension should be 10+ days, the sending district will be notified and a Team meeting held to discuss further student needs and/or placement option.

- **A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities.**
- **If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting.**
- **If the TEAM determines that the behavior IS a manifestation of the disability, the TEAM, takes steps to modify the IEP, the behavior intervention plan, and/or the placement.**

TEAM Meetings:

TEAM meetings are held at least annually to review student progress and revise the individual education plans. Meetings are coordinated/led by the student's sending district. Parents and/or CCC staff may request a TEAM meeting at any time to coordinate services and collaborate on a successful educational program for the student.

Technology Devices / Cell Phone Policy:

Students are not allowed the use of cell phones during the school day. Should a student bring a cell phone into school, it will be kept in a secure place and returned at the end of the school day.

Students are not allowed to use or keep technology devices in plain sight *unless they have staff permission to use certain technology devices (not cell phones) during an earned break time.*

Telephone Use:

The telephone is for school use only. Student calls may be made on occasion or in an emergency by requesting permission from a staff person. All telephone calls are made under staff supervision.

Telephone calls to the teachers/staff are welcome. Unless it is an emergency, please call ½ hour before or after the program has ended for the day. If you call during the normal operating hours of the program and it is not an emergency, the teacher, or other staff you wish to speak to, may not be able to come to the telephone at that time but will return your call as soon as the daily routine of the program permits she/he to do so.

Termination Policy:

Students are terminated under the decision of their sending district, IEP TEAM and/or through decision of the Program Director. Specific termination criteria would be dependent on the sending home district criteria and/or individual student variables.

In the event that a student is terminated:

- **Planned Terminations:** The private special education program shall notify the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.
- **Emergency Terminations:** In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.
- The special education school shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the special education school shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the approved special education school and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Time-Out Procedures:

Some S.T.A.R. Programs utilize a time-out procedure in response to student behaviors. Time-out can be utilized as an opportunity for a student to obtain emotional re-organization or as a reflection period. Students may also request a time-out or break from an activity as a self-advocacy strategy due to anxiety, frustration, or sensory overload situations. Time-out may also be used as a safe environment for an acting-out student that is aggressive to others. Time-outs are always with staff supervision. Seclusion Time-outs are not allowed within this setting.

Time-outs or Time-aways may occur in a designated classroom space or in a separate space away from the group instruction. Time-aways or breaks may be 1-5 minutes dependent on the situation and always occur under staff supervision in a safe area.

Some classrooms may utilize a time-out room. The time-out room may or may not have a door. CCC S.T.A.R. Programs have written criteria related to time-out procedures that can be shared with parents/guardians of those students where this strategy may be utilized. Time-out should not be used as a punishment without discussion with the family and a written Individual Behavior Support Plan outlining this as an appropriate treatment.

Parents are encouraged to maintain contact with CCC staff to ensure they are aware and educated regarding management of behavior.

Transition Criteria:

It is the goal of CCC S.T.A.R. to provide instruction and support for students to learn the necessary skills to support their transition as they grow and mature.

Transition back to district or to a less restrictive setting is a focus for student growth. Staff work with families and district personnel to maintain communication and collaboration for a student's educational focus. Staff work with individual school district teams to support transition back to a regular education setting when appropriate.

Transition to adult services is an ongoing process. Beginning at the age of 14, IEP Teams will work to develop a Transition Plan to focus a student's education program to develop skills in all areas needed for growth and independence. Activities of Daily Living (ADL's), Pre-Vocational/Vocational Skills, social skills, functional academics, and recreation/leisure skills may need direct instruction for students in our setting to support improvement of their quality of life. CCC staff work with families to support this transition. CCC staff may also provide resources and collaboration with other agencies that may be involved with students (e.g. Department of Developmental Services, Department of Mental Health, etc.).

Transportation:

All transportation arrangements to/from school are arranged by the sending school district. Requests for transportation changes should be directed toward your school district.

Students are not permitted to ride on busses other than those provided by their sending school district.

For students riding on Cape Cod Collaborative transportation, Please contact Patti Pawloski, Transportation Manager, with any questions concerning **Collaborative** transportation. If you have questions about a school district's transportation, you will need to call the district.

Direct communication regarding your child's program should not be made through the bus driver or monitor. Please call your child's teacher directly or leave a message at the Collaborative office.

Please be advised that Collaborative school bus vehicles are equipped with audio and visual recording devices to monitor the behavior of the students. The recording devices are turned on during the vehicles operation.

Visitors:

All visitors must report to the front office and sign in upon arrival. Any student observations should be coordinated through the Program Director.

School visits by parents are welcome on a periodic basis. If you would like to observe your child in school, please contact your child's teacher by telephone or through the communication book at least 24 hours in advance to be sure that your planned visit is convenient for all involved. You may also ask the teacher for the therapeutic delivery times for your child in order to meet with a particular therapist. Scheduled visits are preferred to assure the staff has time to meet and answer any questions or concerns and to assure there is space available to hold a meeting.

Vocational Services:

Vocational services assist students in identifying interests and skill areas necessary for success in moving to an environment outside of the school setting. Vocational training is directed individually to students to address their needs, strengths and abilities, as well as offer family support in planning for transition to adult services.

CAPE COD COLLABORATIVE INFECTION CONTROL POLICY

INFECTION CONTROL

- Purpose:** This information is intended to educate and guide the staff of the Cape Cod Collaborative in infection control.
- Goal:** To protect students and staff from exposure and transmission of infectious diseases.
- Method:** Presentation of Universal Precautions as an approach to infection control where all human blood and human body fluids are treated as if known to be infected. They are all “universal” because they refer to steps that need to be taken in ALL cases, not only when a staff member or student is known to be a carrier.
- Exposure Risk:** You are at risk of potential occupation exposure if, in your job, you can reasonably anticipate skin, eye, mucous membrane or parental contact with blood or other potentially infectious materials (i.e., sputum, feces, vomitus, urine, saliva).
- Information And Training:** The Infection Control policy of the Cape Cod Collaborative will be updated on a yearly basis and shared with each employee. A reference person on staff will be made available for questions and consult.
- Hepatitis B Vaccination:** It is recommended that all employees receive a Hepatitis B Vaccine. You should consult with your doctor regarding this issue. The Collaborative office can give you more information.

HANDWASHING

Proper hand washing is crucial in preventing staff and students from the transmission of infectious diseases. At times, running water may not be available. Transportation and classroom staff are provided with cans of foaming antiseptic cleanser. This is to be used when hand washing is not immediately feasible. Remember to follow up with proper hand washing as soon as possible.

Wash hands before and after contact with students, after touching objects that are contaminated, after cleaning up spills, after glove removal, before taking breaks and at the end of the workday.

Wash hands using soap and water. Rub hands vigorously together for at least ten seconds. Rinse thoroughly under running water. Dry hands with paper towels. Turn off faucet with dry paper towel and discard.

Remember, hand washing is your first and best line of defense!

Anti-bacterial hand-wash containers are in each vehicle for use by the driver and monitor.

PERSONAL PROTECTIVE EQUIPMENT

PERSONAL PROTECTIVE EQUIPMENT (PPE) is another means of reducing the risk of infectious diseases. It is recommended that the employee utilize this equipment in a consistent manner. PPE is recommended for use in the classroom: disposable gloves for all, eye protection in the form of goggles where indicated and the use of disposable underpads (i.e. Chux).

Gloves should be worn when potential body fluid contact is anticipated. These instances include contact with blood, mucous membranes, non-intact skin, feces, urine, and respiratory secretions. Wear gloves when diapering, cleansing, bandage changers, when providing mouth care, and when doing suctioning and trach care. You will also want to wear gloves if you have open sores on your hands when you are cleaning up the environment. Dispose of gloves after each use. Do not reuse. Wash hands after wearing gloves.

CLEAN UP OF SPILLS

Potentially infectious spills should be cleaned up immediately. This will decontaminate the area. Using gloves, mop up spills with paper towels and discard. Cleanse the surface with a fresh solution of bleach and water.

Everyday Solution:	1 tbsp. Bleach/1gallon of water
Potty-Chairs:	1 tbsp. Bleach/1quart of water
Blood, vomitus and excretion spills:	1 part bleach/10 parts water

LAUNDRY

- Avoid using items that require laundering.
- Any soiled items should be placed in a plastic bag and sent home for laundering.
- If laundry is to be washed, it should be transported in a plastic bag and washed in hot water (at least 160 degrees) using ordinary laundry detergent.

DISPOSAL OF WASTE

All disposable items, contaminated with body fluids should be discarded into plastic bags, tightly closed, bagged a second time, and finally disposed of. Use gloves when emptying trash.

Needles and other sharps should be properly disposed of in the sharp container in your host school's nurse's office. Do not recap your needles, instead, place in a safe, covered container for transport to the nurse's office.

ACCIDENTAL EXPOSURE

Accidental exposure to infectious material can and does occur. In this instance, the following is recommended:

- Wash the area immediately with soap and water
- If the exposure is in the eye or mouth, flush the area generously with water
- Document the incident in detail on an incident form and send it to the office
- Contact your private physician for follow up.

PREGNANT WOMEN

Pregnant employees are not at a higher risk for contracting infectious disease than other employees are. However, the transmission of certain diseases can have an adverse outcome on the child. The conscientious use of Universal Precautions greatly reduces the risk of transmission.

ADDITIONAL TIPS

1. Do not use cloth towels for drying food contact surfaces.
2. Keep sponges in bleach solution between uses.
3. Label toothbrushes and personal items.
4. Do not use a common basin for washing (ADL's).
5. Touch silverware by handles only.

SUMMARY: The aforementioned measures are intended to decrease the risk of exposure to care providers and students. These approaches are based on the concept of Universal precautions. It requires that all personnel consider every person, all blood and most body fluids to be a potential carrier of infectious disease.

Susan Blaha, RN
June 2009

WHAT'S CATCHING

<u>Condition</u>	<u>Peak Season</u>	<u>How Transmitted</u>	<u>Symptoms</u>	<u>Treatment</u>	<u>Days Ill</u>
Lice	Sept.-Nov.	Direct contact, such as sharing combs or hats.	Itching & scratching head, behind ears, neck; possible swollen gland in neck or under arm	Special medicated shampoo: nit removal with special comb. Daily nit check for 10 days.	None once treated
Conjunctivitis	Anytime	Hand-to-eye.	Itching, burning eyes; pus discharge; eye whites turn pink or red; eye lining red.	Antibiotic drops if bacterial infection; warm compresses	3-5
Colds	Jan.-March	Hand-to-mucus membrane contact; breathing airborne, virus-containing droplets.	Sneezing; runny nose; fever; chills; cough.	Fluids; humidifier; Acetaminophen: over-the-counter symptom relievers.	7-10
Impetigo	Spring-Summer	Germs enter skin through cut or scrape.	Red skin; fluid-filled blisters that burst & crust over.	Antibiotic pill or cream.	5
Strep Throat	Winter	Breathing bacteria-containing droplets.	Fever; sore throat; headache; swollen lymph nodes.	Antibiotics; acetaminophen: fluids.	Sick until 24 Hrs. after starting antibiotics
Bronchitis	Winter	Complication of a cold Or flu.	Dry, hacking cough then productive cough; low fever.	Humidifier; acetaminophen; fluids; cough medicine	7-10
Stomach Virus	Winter	Hand-to-mucus Membrane; sharing utensils.	Vomiting; diarrhea.	Fluids; no solids.	1-2
Influenza	Dec.-March	Airborne droplets.	Chills; fever; body aches; headaches.	Bed rest; fluids; acetaminophen; humidifier.	3-7
Measles	Anytime	Airborne droplets.	Fever; cold-like symptoms; sore eyes; characteristic rash.	Acetaminophen; fluids	7
Chicken Pox	Spring	Airborne droplets; fluid Blisters.	Low fever; rash; blisters; Scabs; malaise.	Calamine for itching; acetaminophen; acyclovir.	7
Fifth Disease	Late Winter-Summer	Airborne droplets; close contact.	"Slapped Cheek" rash; lacy rash on body; mild fever.	Bed rest; fluids; acetaminophen.	10

Special Education Administrative Advisory Board:

<u>District</u>	<u>Representative</u>	
Barnstable	Jane Jezard, Ed.D, Pupil Personnel Services Dr. Gina Hurley, Pupil Personnel Services	508.862.4991 508.862.4951
Bourne	Ellen Varnerin, Director, Student Services	508.759.0660
Cape Cod Tech	Gary Urgonski, Director of Special Education	508.430.4500 x 238
Chatham	Joan Goggin, Director of Student Services	508.945.5132
Dennis/Yarmouth	Judith Dion, Director of Special Services	508.398.7625
Falmouth	Bev Shea, Director of Pupil Personnel	508.548.0151 x 111
Harwich	Antony Teso, Director of Pupil Personnel	508.430.7201 x 20
Martha's Vineyard Reg. H.S.	Daniel Secklecki, Director of Special Education	508.693.2007
Mashpee	Carla Thomas, Director of Special Education	508.539.3600 x 1504
Nantucket	Nancy Miller, Director of Special Education	508.225-7285 x 1355
Nauset	Ann Caretti, Director of Student Services	508.225.8800 x 210
Provincetown	Kelly Lindsay, Director of Special Education	508.487.5040
Sandwich	Matthew Bridges, Personnel Pupil Services	508.888.1054 x 20
Truro	Lynne Newton, Director of Special Education	508.487.1558 x 215
Upper Cape Cod RTS	Toni Link, Director of Student Services	508.759.7711 x 237
Wareham	Robert Louzan, Director of Student Services	508.291.3541