



Staff Handbook

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Welcome to LABBB Collaborative!

We are pleased that you are part of the LABBB Collaborative. The Collaborative has a 35 year history of developing special needs programs for special needs student's from over 65 districts. We are proud of our success and high quality programs which has earned LABBB its reputation as being one of the most sought after programs for students with special needs. You are joining a group of committed and dedicated professional staff who have a high expertise in special ed. Programming.

Our mission is to help students with special needs reach their full potential through high quality programs that integrate academic, social, recreational and vocational services and enable participation in the least restrictive environment.

Our staff philosophy is committed to teamwork. Each team player is an integral part of their classroom or worksite environment. This is the highest value that will promote success in the classroom and the worksites. Professionalism and ethics are a priority and in your environment these should be best practices.

We hope that your work in the LABBB collaborative is fulfilling and enjoyable. If you have concerns we encourage you to speak to your supervisor as we cultivate an open policy of communication. If you feel differently or do not have this experience, I highly encourage you to speak to me directly about it.

Sincerely,

A handwritten signature in blue ink that reads "Patric Barbieri". The signature is written in a cursive, slightly slanted style.

Patric Barbieri
Executive Director
LABBB Collaborative

To all new Employees

First of all, please refer to our website at www.labbb.com for more information about all LABBB services and access to our staff forms. You can also refer to the www.labbbonesource.com website for other computer applications that you may use. These websites outlines all of our programs and has some good information to help you understand the breath of our services.

We are very excited to have you as a new addition to our school district and look forward to the new ideas and practices you will bring to our schools! The LABBB Collaborative is a quite expansive so getting to know all the students we serve and all the sites we are located in is challenging. We currently serve about 320 students ages 3-22. Our classrooms are located among thirteen public School buildings within the LABBB member communities.

The following handbook contains valuable tips that will help you get off to a great start this year. It is meant to make your first year a little less stressful and a lot more fun! However, this handbook may not answer all your questions, so we encourage you to ask your colleagues, and supervisor if you are ever in need of guidance. We hope that this handbook will be useful to you in your first year and in many years to come!

Good luck and have a wonderful year!

Who's Who in The LABBB Collaborative?

LABBB Collaborative Central Office Staff

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Barbara Barrett bbarrett@edcollab.org	Payroll	339-222-5620
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Kareen Wortman kwortman@labbb.net	Senior Accountant	339-222-5642
English Levin elevin@edcollab.org	Human Resources	339-222-5604

LABBB Collaborative Educational and Career Development Programs

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Lindsay Rice lrice@labbb.net	Assistant Program Director, High School
Chris Holet cholet@labbb.net	Vocational Coordinator
Dianne Costello dcostello@labbb.net	Program Coordinator, High School
Thomas Riley triley@labbb.net	Program Coordinator, High School

Alyssa Limerick
alimerick@labbb.net

Assistant Program Director, Middle School

Donna Goodell
dgoodell@labbb.net

Program Director, Pre-School/Elementary & Middle School

Patricia Eleftheriou
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Program Coordinator, Pre-School / Elementary

Supervisory Protocol

We encourage every staff member to communicate directly with your immediate supervisor. This could be the Program Coordinator or Program Director. If you have spoken to your immediate supervisor and still wish to talk to your Program Director you have the right to do this and can schedule an appointment. LABBB promotes open and honest communication but we realize that this may not occur in every setting with every supervisor.

Volunteers

In many of the LABBB programs we have volunteers who would like to work in our classrooms. Volunteers include: School based students, people in the community, College student interns/Practicum/Student teaching, Best Buddies, among others. Having volunteers is a win-win situation because we are able to have our students become part of their respective school or work community and helps the community understand our students. We must also make sure all volunteers have the awareness of student safety and precautions in the environment. We will require all volunteers to have an orientation of the program before they actually begin working in the classroom.

- All volunteers must have a CORI check before entering the building
- Teachers are responsible for setting guidelines for volunteers.
- Volunteers should not toilet students.
- Only LABBB personnel should push wheelchairs.

Harassment and Discrimination

An Equal Opportunity School System with a High Commitment to Diversity and creating an atmosphere free of sexual harassment.

LABBB is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including

sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. LABBB provides sexual harassment training to ensure you the opportunity to work in an environment free of sexual and other unlawful harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Program Director/Executive Director or any other member of the LABBB Administrator team. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Program Director/Executive Director so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Technology

STAFF ACCEPTABLE USE POLICY

The Technology Mission of the LABBB Collaborative is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management.

Our goal in providing this service to students is to promote educational excellence by facilitating resource sharing, innovation and communication. It is the responsibility of all LABBB Collaborative employees to read and sign the policy and it is the responsibility of the LABBB Collaborative Directors to deny Internet access to staff members who have not read and signed the policy.

POLICIES

Staff Internet Access

All staff will have access through their classroom, library/media center, or computer lab to the following information resources.

All staff will have an e-mail account.

Unacceptable Uses

The LABBB Collaborative is using the Network of their respective district. This is provided to facilitate education. Inappropriate use will result in cancellation of computer (internet) privileges. Users should not expect privacy in the contents of personal files on the district system. Routine maintenance and monitoring of the Network may lead to discovery that a staff member has violated this Policy, or the law. All e-mail is considered public record. The District Superintendent of Schools, Assistant Superintendent of Curriculum, Telecommunications

Technology Specialist or designee shall have the right to access e-mail. The following unacceptable uses include (but are not limited to):

Illegal Activities

- a. Transmission of copyright or trade information.
- b. Transmission of obscene or threatening material.
- c. Staff shall not attempt to gain unauthorized access to the District Network or to any other computer system through the district Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions constitute vandalism and are illegal, even if only for the purpose of "browsing."
- d. Staff shall not use the district Network for commercial or personal purposes, which includes offering, providing, or purchasing products or services through the district Network

System Security

- a. Staff are responsible for their individual file account and should take all reasonable precaution to prevent others from accessing their files. Under no conditions should staff provide their password to another person.
- b. Staff shall not download or transfer files without the proper software license.
- c. Staff shall not make deliberate attempts to disrupt the district computer system, or other town computer systems and networks, nor destroy data by spreading computer viruses or by any other means. These actions are illegal.

Staff Acceptable use Policy Signature Page

I have read and understand the LABBB Collaborative district Network use and agree to abide by these guidelines when I use the districts Network. I further understand that any violation of the policy is unethical and may constitute a criminal offense. Should I commit any violations, my access privileges shall berevoked without notice or hearing, and school disciplinary action and/or appropriate legal action may be taken.

SIGNATURE: _____

DATE: _____

TEACHER E-MAIL USE POLICY

- E-mail will be used as an integral form of communication within the LABBB Collaborative network. Teachers are encouraged to use this form of communication to facilitate communication with parents.
- Faculty e-mail names will be first initial last name@labbb.net
(for example : Janice Doe) : **jdoe@labbb.net**
- In many schools, staff are expected to keep current with news, meeting information, and administrative updates and policies within the building by checking e-mail regularly.

Induction for Teachers

Application

LABBB Collaborative provides an induction program for Teachers in their first year of practice. The induction program provides the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers learn from veteran teachers; schools increase the possibility of retaining strong, well-trained educators; and most important, student achievement can be elevated.

Standards

LABBB's induction programs shall meet the following requirements:

- An orientation for beginning teacher and all other incoming teachers orientation program for beginning teachers and all other incoming teachers.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers, a math mentor and a reading coach.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.
- Opportunities to participate in study groups (i.e.: Critical Friends, Math, Reading, etc.) The intent of the induction program is to provide teachers with a systematic structure of support that helps them become familiar with their school and district refine their practice and better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching and is the beginning of a teacher's professional development activities. The induction program is a fundamental part of the Arlington's Professional Development Plan as well as Arlington's and the individual school's Improvement Plans.

Mentoring

Mentoring provides the beginning teacher with a one on one relationship with an experienced teacher. The mentoring relationship can be very rewarding, both professionally and personally, for the beginning teacher and the mentor. While the beginning teacher acquires support and a practical understanding of teaching through the mentoring relationship, the mentor teacher is able to reflect upon the improve his/her own practice by sharing experiences and expertise.

Core Mentoring Activities

The mentoring relationship is shaped by the activities that a mentor and beginning teacher participate in together. As part of the licensure regulations, LABBB is required to provide

release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities. These activities should help the beginning teacher improve upon practice and develop an understanding of the Professional Standards for Teachers. The activities may include:

- Meeting frequently during the school year to plan curriculum and lessons
- Observing one another's classroom
- Co-teaching the beginning teacher's class
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher improve.

Roles and responsibilities

Beginning Teacher:

- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on his (her) own practice and identifying areas in which assistance is needed.
- **Seek out help.** The beginning teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- **Observe experience teachers at work.** The beginning teacher should adhere to a schedule of observations of experienced teachers. The beginning teacher could keep a log to record and reflect on the diversity of their styles.
- **Participate regularly in programs organized for beginning teachers.** These include peer support groups, professional development seminars and beginning teacher workshops.

Mentor: Ensure a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.

- **Provide instructional support.** This includes, but is not limited to:
 - Regular observation of and conferencing with the beginning teacher;
 - Support in teaching and learning standards of the state curriculum frameworks;
 - Refining various teaching strategies;
 - Addressing issues such as classroom management and communicating effectively with parents;
- Recognizing and addressing multiple learning styles and individual student needs.

- **Provide professional support.** Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Principals and Directors as well as Mentors should be a resource for information on evaluation and professional practice.
- **Provide personal support.** Mentors can help relieve the stress on first time teachers by introducing them to other faculty member and helping the beginning teacher to put problems in perspective with support and encouragement.
- **Maintain a confidential relationship with the beginning teacher.** It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner.
- **Serve as a liaison.** The mentor should have the knowledge and skills to refer the beginning teacher to others teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- **Serve as a resource.** Inform the beginning teacher of opportunities and supports provided by various professional associations.
- **Establish a school culture** that is built on collegiality and supports professional collaboration among new and veteran teachers.
- **Ensure reasonable working conditions** for the beginning teacher, which might include schedule modifications. For example, the beginning teacher could be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.

Resources for Beginning Teachers and Mentors

- The mentor and the beginning teacher can use the following documents to structure their work:
 - IEP Development
 - State curriculum frameworks and locally aligned curricula materials
 - Support materials for student assessments, including Massachusetts Comprehensive Assessment System (MCAS)
 - School Improvement Plan
 - District Professional Development Plan.

Professional Behaviors / Expectations Confidentiality

As a professional, it is expected that you maintain a sense of CONFIDENTIALITY when dealing with colleagues, students, and parents.

BOUNDARIES, ETHICS AND CONDUCT

The successful operation and reputation of LABBB is built upon the principles of appropriate and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a regard for the highest standards of conduct and personal integrity. Due to the nature of our students/consumers, professional boundaries must be maintained at all times.

LABBB employees are hired to work with our students and consumers under the terms of their job descriptions and under the terms of our agreements with the responsible school districts or state agencies. In order to prevent the development of a dual relationship or any perception of impropriety, employees are discouraged from socializing with students/consumers when off duty unless at an agency sponsored or other pre-approved event. Employees must refrain from selling or purchasing anything from/to students or consumers without prior administrative approval.

The continued success of LABBB is dependent upon our students' and consumer's trust and we are dedicated to preserving that trust. Employees owe a duty to LABBB, its students/consumers and families to act in a way that will merit the continued trust and confidence of the public.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Executive Director for advice and consultation.

LABBB will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

Compliance with this policy of ethics and conduct is the responsibility of every SMEC employee. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Personal Relationships within the Workplace

The employment of relatives or individuals involved in a dating relationship in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside

the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship. This policy applies to all employees without regard to the gender or sexual orientation of the individuals involved.

Supervisors/Directors may not be involved in the hiring decision of a family member. All supervisors must notify the Executive Director or Program Director if there is a family/dating relationship with an applicant or if a dating relationship develops with a current employee. A supervisor may not hold a position in which they are directly responsible for evaluating or supervising someone with whom they have a family/dating relationship. A supervisor may not sign off on the time card or evaluation of someone with whom they have a family/dating relationship.

Although LABBB currently has no prohibition against employing relatives of current employees or individuals involved in a dating relationship, we are committed to monitoring situations in which such relationships exist in the same program area. In case of actual or potential problems, LABBB will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

Teacher Absences

Throughout the year there may be times when you will not be able to make it to school. Your absence may be due to illness, an emergency, or a personal/professional day. Unfortunately, your absence affects not only you but also your whole class. It is your responsibility to make appropriate plans in the event of your absence.

There are required procedures that will help you prepare for your absence. However, there may be some variations from school to school, so it is important that you become familiar with the procedures at your school with the help of your colleagues, Coordinator or Program Director. The following information will help you become familiar with what is expected of you when you are absent.

WHO MUST I NOTIFY?

If you will be out for any reason you must call your respective Program Director(s). This line is available 24 hours a day and must be called if you are going to be absent for any reason. You will be asked to leave your name, school, grade/subject you teach, reason for absence, date(s) of absence and whether or not you will need coverage for your classes.

Please call this number as soon as you know that you will be absent. All calls should be placed by 6:00 a.m. It is recommended that you call your building secretary to inform the Director or Coordinator of your absence.

Bullying Prevention and Intervention Plan

POLICY

It is the policy of the LABBB Collaborative to provide learning and working atmosphere for students, employees and visitors free from bullying, hazing, and intimidation. Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability, or for any other reason.

It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone bullying and cyberbullying or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying.

This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such harassment occurs out of school but has a nexus to school, or is disruptive to an employee's or student's work or participation in school related activities.

Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyberbullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyberbullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

It is the responsibility of every employee, student and parent to recognize acts of bullying and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

Any employee or student who believes that he or she has been subjected to bullying or cyberbullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

The Building Principal, Program Director or Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.

I. PROHIBITION AGAINST BULLYING AND RETALIATION

LABBB Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Programs will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the

target's sense of safety. LABBB Collaborative will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. Acts of bullying, which include cyberbullying, are prohibited:

A. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and

B. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

II. DEFINITIONS

A. BULLYING DEFINED

Massachusetts General Law, Ch. 71 Section 370 defines bullying 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 a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyberbullying.

B. CYBERBULLYING

Under the same law is defined as, "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying."

C. Hostile Environment: is defined as a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working/educational environment.

D. Aggressor: A student who engages in bullying, cyberbullying, or retaliation.

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

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

G. Target: A student against whom bullying, cyberbullying, or retaliation has been perpetrated.

III. PROCEDURES FOR REPORTING AND INVESTIGATING BULLYING

All reporting procedures regarding bullying will be brought to building Principal or designee by LABBB Program Director or designee. If a reported incident of bullying occurs the following actions will be taken:

Staff will use the LABBB Collaborative Bullying and prevention Reporting forms.

A. Bullying incident Complaint Form will be filled out detailing facts of the verbal allegations of the complaining party. The building Principal or LABBB designee shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The action being taken to prevent further actions of bullying shall be discussed.

B. Investigation: The Principal / LABBB Program Director will conduct interviews with both parties and other students who may have witnessed incident, patterns of past incidents or behaviors, and relationships between parties. The Principal / LABBB Program Director will implement a safety plan to restore safety to the alleged target. All accommodations such as scheduling, seating arrangements will be taken into consideration to keep all parties safe.

C. Within five school days the Principal and LABBB Program Director will take necessary actions. The parents or guardians shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. The Principal or LABBB designee shall contact the parents or guardians as to the status of the investigation. Students may be recommended for remedial actions including but not limited to training,

education, or counseling. Students may also be subject to discipline including, but not limited to reprimand, detention, suspension, expulsion or other sanctions as determined by the school administration.

D. Retaliation in any form against any student who has filed a complaint relating to bullying will not be tolerated. No student will be subject to any form of coercion, intimidation, retaliation, or discrimination for filing a report of bullying. The consequences for retaliation will be the same as for bullying. On the other hand, false accusations made in bad faith will not be tolerated.

E. Law enforcement will be notified if when appropriate. A referral to the police department will be made by the Principal or LABBB Program Director of collaborative if they believe criminal charges should be pursued against the aggressor. Consultation with school office will be taken into consideration.

F. Anonymous reporting: Each program will have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

G. Target assistance: LABBB shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, or appropriate family members of the involved students affected by bullying as necessary.

H. Special Education: Students with disabilities: As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her 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.

I. Faculty and Parental Notice: Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians in age appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The staff at each program shall be trained annually on the bullying prevention and intervention plan. LABBB will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and social competencies.

LABBB will annually inform parents or guardians about the anti-bullying curricula that are being used. This includes information about the dynamics of bullying, including cyber-bullying and online safety. LABBB will post the Plan and related information on its website.

IV. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

The LABBB Collaborative has responded promptly and effectively to bullying and retaliation, by putting in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community, students, parents, and staff know what will happen when incidents of bullying occur. The Bullying Prevention and Intervention Plan

details procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made. The following is based on the requirements of M.G.L. c. 71, § 370.

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The LABBB Collaborative has made available to all members of the school community an Incident Reporting Form.

- The LABBB Collaborative will: 1) make a copy of the Incident Reporting Form available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post the Incident Reporting Form on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
- At the beginning of each school year, the LABBB Collaborative will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal, LABBB Director or designee, will be incorporated in student and staff handbooks, on the school or collaborative website, and in information about the Bullying Prevention and Intervention Plan that is made available to parents or guardians.

B. Reporting by Staff

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

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

The collaborative expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the 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. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

D. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal, LABBB Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal, LABBB Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others Bullying Prevention and Intervention

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

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

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal, LABBB Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable school and/or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

d. Investigation. The principal, LABBB Director or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal, LABBB Director or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the

school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal, LABBB Director or designee will maintain confidentiality during the investigative process. The principal, LABBB Director or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

e. Determinations. The principal, LABBB Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal, LABBB Director or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal, LABBB Director or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal, LABBB Director or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The principal, LABBB Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal, LABBB Director or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

f. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

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

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

2. Taking Disciplinary Action

If the principal, LABBB Director or designee decides that disciplinary action is appropriate, the disciplinary Bullying Prevention and action will be determined on the basis of facts found by the principal, LABBB Director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Bullying Prevention and Intervention Plan and with LABBB Collaboratives code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal, LABBB Director or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal, LABBB Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal, LABBB Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal, LABBB Director or designee will work with appropriate school staff to implement them immediately.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

LABBB Collaborative will provide ongoing professional development that will build the skills of all staff members to prevent, identify, and respond to bullying.

A. Annual staff training on the Plan:

Annual training for all school staff on the LABBB Collaborative Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the program director or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development:

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

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

All students attending LABBB Collaborative have Individual Education Programs (IEPs). Therefore, professional development will emphasize ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs); this will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the programs for professional development includes:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of the LABBB Collaborative Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

VI. COUNSELING AND RESOURCES

The LABBB Leadership team in conjunction with the LABBB Clinical Team which includes: School adjustment counselors, Social workers, Behavior specialists, and Board certified Behavior analysts will provide counseling and crisis management for targets, aggressors and bystanders, including their families.

The LABBB administration team will also utilize state resources to build and modify researched based curriculum to be implemented and used as prevention measures for all targets, aggressors, bystanders and their families.

The LABBB Collaborative has many support related services to provide intervention, risk assessment, crisis intervention, IEP development Goals and Objectives. LABBB Clinical staff and support related

service providers offer one to one counseling, group counseling , social groups, self advocacy, development of behavior plans and work as a multi-disciplinary team to meet student needs.

LABBB staff is also available to provide support to LABBB parent group.

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches. Bullying prevention curricula will be presented within the classroom or in a small-group setting. The bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;

- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- 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;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VIII. RELATIONSHIP TO OTHER LAWS

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

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

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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

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

2. Check whether you are the:

Target of the behavior

Reporter (not the target)

3. Check whether you are a:

Student

Staff member (specify role) _____

Parent

Administrator

Other (specify) _____

Your contact information/telephone number: _____

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

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

Continued on back

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

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

10. Form Given to: _____

Position: _____ **Date:** _____

Signature: _____ **Date Received:** _____

FOR ADMINISTRATIVE USE ONLY

INVESTIGATION

Investigator(s): _____

Position(s): _____

Investigator(s): _____

Position(s): _____

Investigator(s): _____

Position(s): _____

Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

Any prior documented Incidents by the aggressor? Yes No

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

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

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

Continued on back

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO

Bullying Incident documented as _____

Retaliation Discipline referral only _____

2. Contacted:

Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____

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

3. Action Taken:

Loss of Privileges Detention Suspension Other _____

Describe Safety Planning: _____

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

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

Report forwarded to Principal on date _____

Report forwarded to Superintendent on date _____

Signature and Title: _____ Date: _____
Principal / Designee

LABBB Community Guidelines

These Community Guidelines outlines specific criteria for going out in the community and how to respond while in the community. The purpose of these guidelines is to establish a LABBB-wide system for community outings so that outings are purposeful and meaningful for each student as well as to ensure everyone's safety. If an incident or issue arises that are not addressed in these guidelines, staff should make decisions that again ensure everyone's safety. The incident/issue should then review the incident with the program BCBA and director to develop a plan that addresses future issues.

Note: Community outings are defined as regularly scheduled trips that support educational and/or functional goals associated with the students' education plan (IEP). Field trips are not included in this definition as they occur infrequently and are intended to enrich the students' educational experience not to support the IEP. However, for each field trip, objectives should be clearly stated and data should be collected on predetermined student behaviors.

Part I: Student Goals for Community Outings

- 1) All community outings must have a purpose that corresponds with IEP goals. To identify goals, teachers should examine each student's IEP goals as well as consider goals that may be addressed in that particular outing. For example, goals for a trip to Costco may include developing a shopping list, finding items, talking to the cashier, paying the cashier and staying with the group without exhibiting problem behaviors. Each student, however, would have his/her own goals that would correspond to that student's IEP.
- 2) Each student should have a specific objective for the community outing and data must be recorded on that objective. Data should be taken accordingly.
- 3) Data on target behaviors should be recorded during community trips.
- 4) A community binder should be kept in the van. This binder should include the following information for all students:
 - a. Emergency contact information
 - b. Behavior plan
 - c. Objectives for outing
 - d. Data sheets

Part II: Behavioral Criteria for Students

Classroom Criteria:

- 1) If the classroom is not fully staffed (appropriate ratios) for the day then a community outing must be cancelled (does not include going to OT for a service).

- 2) If an additional staff (OT, SLP, BCBA, etc.) has been called to the classroom to assist during a crisis, that staff must be able to go back to their own schedule, not used to cover any community outing.
- 3) Students cannot miss services (OT, SLP, Observations) to go on community outings but may do so for field trips upon approval by the program director.

Student Criteria:

- 1) Student behavior plan must be followed indicating individual criteria for community trips.
- 2) All students must be a minimum of 2-hours free of behaviors requiring time-outs or restraints as well as behaviors that may lead to behavioral episodes in the community. For example, increased irritability and disruptive behavior prior to going in the community indicates that the student may not be safe while in the community and so must stay in the classroom.
- 3) If a student refuses to go on a trip, s/he cannot be escorted to the van for a trip.
- 4) If a student needs to remain at school, there should be a plan in place so that the class can go on the outing while that student stays back. This plan should be predetermined for students who are at risk for behaviors that satisfy the requirement for staying at school during an outing. To develop a plan, teachers should consult with the program BCBA and program director. If, however, that plan does not work on a particular day and a student needs to remain at school due to behavioral issues, the rest of the class can only go on a community outing if there is appropriate staffing in the classroom and in the community, otherwise the community outing must be cancelled that day.
- 5) All reinforcement strategies, schedules, and behavior plans must be utilized in the community.

Part III: Staff Responses to Behavioral Episodes in the Community

During episode

- 1) Follow the behavior plan.
- 2) Utilize all least restrictive interventions first.
- 3) If needed utilize PREVENT trained staff to institute emergency restraint.
- 4) If safety becomes an issue call designated staff for back-up.

After episode

- 1) Student and entire class must return to school for safety reasons.
- 2) A time-out cannot be done in the van; rather, an emergency restraint can be used for the duration of the trip back to school if necessary to maintain everyone's safety.
- 3) Report episode to designated staff via phone or email. Schedule a time to review the episode and discuss future community outings and guidelines.

Library: HR-Related Policy Statements

Subset: Employee Relations

Subset: Business Casual Policy

Conflict of Interest

LABBB is a public agency; therefore all LABBB employees are governed by the rules and regulations of the MA State Ethics Commission. All employees will receive a summary of the State Ethics Commission guidelines as they relate to municipal employees and all employees must take the State Ethics Commission online training/test within 60 days of hire and every two (2) years thereafter.

This policy establishes only the framework within which SMEC wishes the agency to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Executive Director for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of LABBB's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Executive Director as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which LABBB does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving LABBB.

Professional Licensure

Almost every position at LABBB requires some level of training or professional licensure. It is the employee's responsibility to ensure that they maintain the appropriate level of qualification for their position. Failure to do so may result in suspension or termination from the position.

The Department of Developmental Disabilities requires all of our adult-service direct care employees to obtain and maintain CPR and First Aid Certifications. Our adult-service staff are also required to receive annual Human Rights Training. Fire Safety and Medication Administration Plan (MAP) Certification are required for some positions. Employees are responsible for renewing such certifications prior to expiration and to provide the Administrative Office with copies of the certification documents.

Our school program staff are required to maintain various levels of licensure and training. Teachers must have and maintain the appropriate MA DESE licensure appropriate to their position. In rare instances, teachers eligible and approved for a DESE waiver may be hired but must achieve the appropriate DESE licensure prior to the waiver expiration in order to maintain their employment. Teacher therapists (OTs, SLPs, etc.) and nurses may also be required to hold state licensure from the respective state licensing board, in addition to DESE licensure. CPR/First Aid, Civil Rights, Crisis Intervention and Mandated Reporter trainings are also required for school staff and are provided annually. Physical Restraint training is required for most positions.

LABBB provides mandatory and suggested trainings regularly. Employees may also obtain training/certifications on their own and provide LABBB with the appropriate documentation. Failure to attend mandatory trainings or maintain necessary certification/licensure may result in disciplinary action or termination from the position.

CORI and Safe Driver History

LABBB conducts Criminal Offender Records Investigations (CORIs) on all new employees prior to hire, and on all current employees every three (3) years. LABBB reserves the sole right to determine whether an offense precludes an employee from hire or continued employment. An employee has the responsibility to notify LABBB in the event of a criminal charge or conviction that may impact that employee's ability to remain reasonably employed with children or the disabled or to drive agency vehicles or in their own vehicle with consumers as passengers.

In addition, all LABBB employees who are or may be required to drive agency vehicles, or their

own vehicles with adult consumers as passengers, must submit a detailed Safe Driver History and proof of auto insurance prior to hire and then every year thereafter. LABBB reserves the right to reassign or terminate an employee from their position if that position requires the employee to transport students/consumers and if the Driver History indicates that they may present a danger to LABBB students/consumers if allowed to do so.

Workers' Compensation Insurance

LABBB provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a five (5) day waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported within twenty-four (24) hours. This will enable an eligible employee to qualify for coverage as quickly as possible.

Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under LABBB's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, subject to current legislation, the employee or beneficiary pays the full cost of coverage at LABBB's group rates plus an administration fee. LABBB provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under LABBB's health insurance plan. The notice contains important information about the employee's rights and obligations.

Timekeeping

Accurately recording time worked is the responsibility of every nonexempt (hourly) employee. Federal and state laws require LABBB to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees must accurately record the time they begin and end their work. They

should also record the beginning and ending time of any shift or departure from work for personal reasons. Overtime or work performed beyond the employee's regular schedule must always be approved before it is performed. Chronic failure to accurately punch in/out will result in disciplinary action.

Exempt (salaried) employees must also notify the payroll office and their supervisor in the event of an unplanned absence during scheduled hours.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Visitors in the Workplace

To provide for the safety and security of employees and students/consumers at LABBB, only authorized visitors are allowed in the programs. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee and student/consumer welfare, and avoids potential distractions and disturbances.

All visitors should enter LABBB programs at the main entrance to the building where the program is located and sign in with the receptionist. Authorized visitors should be escorted by LABBB staff to their destination. Employees are responsible for the conduct and safety of their visitors. LABBB supervisors and administrators have the right to deny access to any visitor.

Visitors are not allowed to accompany employees working in the consumer's residences.

If an unauthorized individual is observed on LABBB's premises, employees should immediately notify their supervisor or, if necessary, contact the police.

Cell Phone Usage

LABBB provides cellular telephones to some employees as a business tool. They are provided to assist employees in communicating with management and other employees, our consumers and student's families, associates, and others with whom they may conduct business. Cell phone use is primarily intended for business-related calls. Occasional, brief personal use is permitted within a reasonable limit so long as additional cost is not incurred by the agency as a result. Cell phone invoices will be regularly monitored.

Employees may have access to a cell phone while in their cars or agency vehicles and should remember that their primary responsibility is driving safely and obeying the rules of the road. Employees are prohibited from using cell phones while driving and should safely pull off the road and come to a complete stop before dialing or talking on the phone.

Employees assigned to provide one on one supervision or support to an individual are prohibited from using their cell phone during the assigned time period absent an extreme emergency or prior supervisor approval.

As a representative of LABBB, cell phone users are reminded that the regular business etiquette employed when speaking from office phones or in meetings applies to conversations conducted over a cell phone. Employees are also reminded that student/consumer confidentiality applies to telephone conversations made while out in public.

Violations of this policy may result in disciplinary action, up to and including termination.

Social Networking Policy

1. Internet AUP still in force

This policy is adopted in addition to, and not as a substitute for, the LABBB Collaborative's Internet Acceptable Use Policy, which governs use of the Collaborative's technological resources.

2. General Concerns

LABBB Collaborative recognizes the proliferation and, in some instances, usefulness, of online conversation between teachers and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator "friend" a student on Facebook, subscribe to a student's "twitter" account, regularly engage in email "chat" with a student, exchange text messages with students or engage in other electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's authority to maintain discipline, encourage inappropriate behaviors and compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the teacher's, as well as the school district's, ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. The law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained.

The burden falls on the teacher to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

3. Expectations of Staff

With these concerns in mind, LABBB Collaborative has instituted this “Social Networking Policy,” and announces its expectations for staff members’ use of social networks such as Facebook, Linked-in, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, teachers should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to “privatize” the information the place online. You must educate yourself to these features of Facebook or any other social networking site you select. You will be responsible should any information you intend to be “private” becomes “public” due to your own ignorance of the features of the social network you have decided to use or failure to properly use such features.
2. You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in person communication should be applied to online conversation: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly “private.”
3. LABBB Collaborative expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both your professional and personal life, to be sure that these lines never become blurred. For example, if LABBB Collaborative does not maintain a web portal for staff to communicate outside of school hours as necessary with students and families, and an educator wishes to establish a Facebook or personal email account through which he or she will communicate with students, he or she should establish a Facebook identity and email identity that is separate from his/her “personal” Facebook identity or personal email account. He/she should only use his/her educational Facebook account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The “friends” associated with such educational Facebook account should only be matters of the educational

community, such as administrators, teachers, students, and parents of such students. It is strongly recommended that teachers will reject friend requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communications, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in any way that reasonably exposes such information to retrieval by those third parties. For example, through an educational Facebook account, a teacher may not post confidential student information on the “wall”, the “information” section, or through any part of the Facebook account that would be accessible to other of the Teacher’s Facebook “friends” associated with that account. If a teacher wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.
5. Teachers are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. Use of one’s personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a teacher uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation. It only prevents the archiving of such messages through LABBB Collaborative’s automatic email archiving system. We again remind teachers that information sent or received by them, even through personal email or social network accounts that are related to their capacity as a school employee are still subject to public records retention, exemption and disclosure requirements.
6. If a teacher conveys school related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The teacher should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of

the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

7. No matter what medium of communication a teacher selects, he/she should adhere to appropriate teacher/student boundaries. You are a role model, not a student's friend, you are his/her teacher, and you should always conduct yourself in accordance with this understanding.
8. This policy is not intended to infringe upon a teacher's right to speak publicly on matters of public concern, or to engage in concerted, protected activities with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not a citizen; restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.
9. Teachers are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of LABBB Collaborative to monitor as they arise out of your position as an educator. Any conduct, whether online or not, that reflects poorly upon LABBB Collaborative or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student that such contact is not outside of LABBB Collaborative's authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, LABBB Collaborative reserves the right to impose discipline for such behavior. A teacher may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing LABBB Collaborative to vicarious liability in certain instances.

At the same time, LABBB Collaborative recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which teachers serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstances, the Collaborative anticipates that teachers will make reasonable use of their cell phones or smart phones to convey time sensitive information on scheduling issues and the like.

10. Teachers may not access their personal email accounts or private Facebook accounts using school district computer resources.
11. If you are communicating as an employee of LABBB Collaborative in your online communications, you must be aware that readers will assume you “speak for the Collaborative.” Therefore, all of your online communications, when you are actually acting on behalf of the Collaborative, or creating the appearance that you are doing so, must be professional at all times and reflect positively on LABBB Collaborative.
12. In the use of your Facebook account or other social networking site, you may not, without express permission from the Executive Director of LABBB Collaborative, use the school’s logo, likeness or any school photographs or other property that belongs to the school. Such permission will not be unreasonably denied and any restrictions placed on use of the school’s logo or likeness will be imposed consistent with an employee’s right to engage in concerted, protected activity.
13. References to “Facebook” are not included to limit application of their policy to use of that program. All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

Personal Appearance

LABBB Collaborative has established a casual business policy; therefore we ask that employees dress in a manner that is appropriate for the job being performed and not distracting to other employees or visitors. Remember that employees of LABBB Collaborative are company representatives and we expect all employees to present themselves accordingly. The nature of

the work environment and the services we perform are taken into consideration in the following guidelines:

Employees are required to wear relaxed business attire. Business casual is defined as middle ground between business formal wear and street wear. Tattered jeans, hats, t-shirts with writing on them, short-shorts, halter or abbreviated shirts or blouses, sweatshirts or torn, rumpled, or dirty appearing clothing are not permitted. This list provides examples and is not meant to be exhaustive. There are instances where the dress policy will be revised because an activity the staff person is involved in requires different dress.

Shorts are not permitted from the first day of school until the last day of school. Shorts during our summer programs are allowed.

If your supervisor feels your attire and/or grooming is out of place, you may be asked to leave your workplace until you are properly attired and/or groomed. Employees who violate dress code standards may be subject to appropriate disciplinary action.

T-shirts will be allowed for special occasions such as, Spirit days, Best Buddies, or Special Olympic events.

Dress Code for Vocational Staff

All staff who work at one of our work sites, or provide services to students at the work site, will comply with dress code of the company.

Missing Student Protocol

When do we call the police when a student is missing?

- Police should be called as soon as possible if a student is missing. Program Director or designee will call the police.
- Staff should communicate to Director or Designee when the student was last seen and what preliminary checks were done.

All staff must be proactive and plan accordingly for student safety:

- Any time “off campus” – who is assigned to whom. Students in groups with staff as leader.
- What is the communication system relying on...Nextel?! Nextel training in September, procedures

Pre-school Protocol: Count heads every 10 minutes when in the community.

Child Protection Team Protocol

Team Members

James Kelly, LABBB High School Director
Sherry Krause-Mazza, LABBB Middle School Director
Sandy Goldstein, LABBB Pre-School / Elementary Director
Pete Kimball, Clinical Coordinator
Tim Peterson, Job Developer
LABBB Nurse on duty at LHS
Cindy Malia, LICSW
Laurie Harrington, LICSW

Program Site Coordinators:

Dianne Costello
Lindsay Rice
Tom Riley
Antonette Russell

* Note: It is recommended that Child Protection team consultation include a social worker, a coordinator, an RN (if indicated) and a director.

Responsibilities of LABBB Child Protection Team

- Implementing the LABBB Child Protection and Neglect policy and procedures
- Providing training for all school staff on the Child Protection and Neglect policy and procedures.
- Coordinating the filing of 51A's including contacting Department of Children and Families (formerly DSS), appropriate family members and following up on the case to ensure support and protection for the student
- Providing support, resources and training for staff in all areas relating to issues of child protection and neglect

Reporting Procedure:

As all staff members are mandated reporters, any staff may report to DCF their suspicion of abuse or neglect of one of our students. However the following procedure is in place to act as a vehicle for comprehensive, assessment, consultation and follow up to the appropriate agency. Staff is encouraged to access the CPT team as such, to allow for optimal intervention on behalf of the student, as well as support for the staff.

Massachusetts Law

Subsection (c) as amended by 2008, 176, Sec. 96 effective July 1, 2010. See 2008, 176, Sec. 139. For text effective until July 1, 2010, see above.]

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than \$1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than \$2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than \$2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 2 1/2 years and a fine of not more than \$2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to \$5,000 or imprisonment in the house of correction for not more than 2 1/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

ALL MATTERS RELATED TO CHILD ABUSE AND NEGLECT MUST BE HANDLED WITH STRICT CONFIDENTIALITY; THIS MEANS THAT NAMES OF STUDENTS AND/OR STAFF ARE NOT TO BE DISCLOSED EXCEPT TO DESIGNATED INDIVIDUALS. CONFIDENTIAL MATTERS SHOULD NOT BE DISCUSSED IN PUBLIC PLACES.

Steps for Reporting:

1. Staff member suspects child abuse and neglect
2. Staff member brings concern to supervisor
3. Supervisor brings concern to Child Protection Team (CPT) member if they
4. CPT member brings concern to designated Social Worker and/or RN for further assessment and/or evaluation, while simultaneously assembling the team for further discussion at the site where the concern is originating.

Outcomes:

1. CPT determines reasonable cause: Files 51A with DCF. An oral report is filed immediately and a written report is filed within 48 hours. A copy will be sent to LABBB Executive Director and to the Principal of the building. If DCF screens in the report, they will conduct an investigation (10 calendar days for non- emergency and 24 hours for an emergency.) LABBB staff member may be interviewed. There will be a DA referral in cases of sexual abuse or severe physical abuse. The CPT team reporter will receive notification of case being screened in or out.

2. CPT determines reasonable cause as above but DCF screens the case out. Certain cases will also be referred by DCF to the DA's office if suspected, Perpetrator is not a caretaker – 51B.

3. CPT determines there is no reasonable cause. Original reporter may feel a need to file separately and will be supported as indicated.

*Please note: The Early Childhood program adheres to the reporting procedure of their school building and most likely not need to utilize the LABBB CPT team although it is always available. The Early Childhood program director will however notify the LABBB Executive Director of a 51A filing and will document the incident accordingly.

LABBB Child Protection Policy

The LABBB Collaborative fully recognizes its responsibilities for child protection and welfare.

Our policy applies to all staff, interns, and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing education and procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- We acknowledge that because of the day to day contact with children, LABBB staff is well placed to observe the outward signs of abuse. The LABBB Program will therefore:
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the social/behavioral curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- We will follow the procedures set out by the Department of Children and Families and take account of guidance issued by the Department of Education to:
- Ensure we have a designated child protection team for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including interns and volunteers) is aware of the identity and the function of the child protection team.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated team member at their site responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school handbook.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and meetings as needed.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognize that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school program may be the only stable, secure and predictable element in the lives of children at risk. When at school their behavior may be challenging and defiant or they may be withdrawn. The school will endeavor to support the student through:

- The content of the curriculum, as well as individual counseling opportunities.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The LABBB program philosophy which is aimed at supporting vulnerable students. The school will ensure that the student knows that some behavior is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as DCF, DMR, DMH etc.

Student Records

Massachusetts law governs how schools must keep student records. It also regulates how schools should respond to parent or student questions about records. If you want to read the actual regulations about school records, you can find them at 603 Code of Massachusetts Regulations, Chapter 23.00. If you have access to the internet, you can look them up on the Massachusetts state law library's web page: www.lawlib.state.ma.us/cmr.html.

There are also federal rules about student records. Some of them are part of what is called the Family Educational Rights and Privacy Act ("FERPA"). FERPA is very similar to the Massachusetts rules. If you would like to read the federal rules about student records, you can find them at 34

Code of Federal Regulations, Chapter 99.00. The federal regulations are also available on the web at: www.access.gpo.gov/nara/cfr/.

What is in a student record?

A student record should have two parts:

- 1) the transcript and
- 2) the temporary record.

The transcript includes the name, birth date, address, and phone number of the student; contact information for the student's parent or guardian; and the course titles, grades received, and credits and grades completed. (603 C.M.R. 23.02)

The temporary record is made up of all other information, in any form, that the school keeps about the student. The school cannot keep just any information in the record. Information kept in the record has to be "important to the educational process." Important information includes evaluations of the student by teachers or other staff, standardized test results, class rank, and information about extra-curricular activities in which the student participates. (603 C.M.R. 23.02)

While the student is in school, the school must look at the temporary record from time to time to make sure that everything in it is correct, up to date, and "important to the educational process." The school should notify the student and parent if information is going to be destroyed in this process, and they should be allowed to receive the information prior to it being destroyed. (603 C.M.R. 23.06(2)).

What is NOT in a student record?

Informal notes kept by teachers are not usually part of the record. For example, if a teacher keeps notes about a student's progress for the purpose of helping her remember what the student has done, these notes are not part of the record. But, if a child's teacher shares the notes with other staff, like in a TEAM meeting, the notes are part of the record. A student's homework, quizzes, and/or academic papers are not considered part of the student record.

Who can see a student's record?

Students who are over fourteen and the student's custodial parent or guardian can see the student's entire school record, regardless of the physical location of the record. The school must show the person the entire record within ten days of the person's request. (603 C.M.R. 23.07(2)). It is best to make your request in writing. Any student, regardless of their age should be given a copy of their transcript upon request.

There are special rules that non-custodial parents must follow to obtain a copy of their child's records these can be found at the website listed above at 603 C.M.R. 23.07(5). In addition, in certain instances, schools can release information to other agencies or personnel of the state and federal government about individual students. 603 C.M.R. 23.07(5).

What if I need a copy of my child's record?

If you are the custodial parent or guardian of the child, the school must make a copy of the record if you request it. The school is allowed to charge a reasonable fee for the cost of copies, however, the school cannot charge a fee if it would mean that you could not exercise your right to inspect and review the records. (603 C.M.R. 23.07(2)(a))

How long will the school keep a student record?

Schools must keep the transcript for at least 60 years after the student graduates, or leaves the school system. (603 C.M.R. 23.06(1)). The temporary record must be destroyed no later than 7 years after the student graduates or leaves the school system. (603 C.M.R. 23.06(3))

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA

allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Student Respite

Staff may consider doing work with students after school because a parent is asking for some assistance. If you are going to work with a student you must notify your Program Director. The ethics committee states that a staff person cannot do respite with a child if they work directly with the student during the day. This is a conflict of interest. Furthermore, if a staff person attends a meeting and respite is discussed at the meeting, any staff person present cannot do respite with that student. Staff should also understand the parameters around driving students in their personal car. Your Program Director will explain the details to you regarding these arrangements. We want to make sure that staff are protected and are not putting themselves at risk for activities before or after school.

Student Absenteeism Due to Illness or Accident

All students absent because of illness or accident for five (5) consecutive days or returning to school from hospitalization should see the nurse for readmission to school. This is necessary to verify the absence and so that any doctor's recommendation may be carried out.

Open House

Each school has its own culture and customs. You'll need to ask your mentor or colleagues for specifics regarding open house. Many schools will have additional events, such as Art Night and Fifth Grade Recognition Night at the elementary level and Exploration Evening and Eighth Grade Recognition Night at the Ottoson Middle School. While not all evening events are requirements, your attendance is important!

What is an open house?

In general, open house is a time for the parents and community to come and visit the classrooms. It is a chance for all parents, teachers and students to socialize. It is usual to have informal conversations about curriculum and student expectations; however, it is not an atmosphere of confidentiality and should not be used to formally discuss grades or student achievement.

When to they take place?

You can expect to receive these dates at your building meetings at the beginning of the year. In general, there will be an open house in the fall shortly after school begins, as well as a curriculum afternoon/night for elementary school teachers. Some schools will combine the two into one event. In addition, some schools may choose to hold curriculum night or open house in two sessions to accommodate parents with more than one student. Most schools will also have an Open House in the spring. This serves as an opportunity for students and parents to visit the upcoming grades. The Spring Open House may include a musical performance by the students.

What should I do to get ready for an open house?

It is best to have your room clean and orderly for an open house. You may also want to display students' work in several subject areas. Parents and students outside of your student roster will be visiting, as well as community members, so you want to make a good impression. It is a chance to demonstrate all your hard work, so don't be afraid to display students' projects or experiments.

Middle school and high school teachers may be expected to give a ten-minute presentation to the parents of each of their classes regarding their curriculum and classroom policies. It is extremely important for each teacher to plan a well thought out presentation including a handout for parents that details important information.

How should I prepare for a curriculum night?

In most schools it is customary to have an outline of the curriculum for the year, usually in the form of a packet. Some grade levels choose to do a joint presentation for the parents. Speak to your colleagues about the customs in your school. Curriculum afternoon/night is another opportunity to display students' work. It is again important that you have your room neat and organized. You'll want to make a good, lasting impression!

Progress Reports

Progress reports are written quarterly and report on a student's current performance directly related to all Goals and Objectives. Progress reports should be written objectively, yet in a positive manner whenever possible. Comments should effectively convey the progress and/or needs of the student.

Field Trips

Field Trips are not required in the elementary schools, middle school, or the high school. However, they are a fun extension to the educational experience. The high school field trips must be curriculum related and there are more specific procedures for planning a field trip at the high school. Please check with your administrator, colleagues and mentor for these procedures. On the pages that follow, you will find some helpful information when planning a field trip for your class. You will find that field trip destinations, as well as the number of field trips taken, vary from school to school. Each school has its own culture and customs for field trips. Please check with your principal, colleagues, and/or mentor for specific questions pertaining to your school. Below highlights successful field trips in the past, as well as required procedures regarding medication, transportation, and field trip costs.

Medication on Field Trips

It is very important that you are aware of the student(s) in your class who are required to take daily medication, specifically during the school day. Any student, who has asthma and uses an inhaler, must bring the inhaler to school the day of the field trip. There are additional forms that your school nurse must have on file in reference to medication and field trips. Please contact your school nurse with any questions. She is a wonderful resource regarding your school's procedures on distributing medication while on field trips. The forms that your school nurse will have on file for distributing medication are on the pages that follow.

Health Services

EMERGENCY CARDS: Every student is required to have an up to date emergency card on file in the office. Emergency cards are mailed home to parents during the summer and are to be returned at the start of each school year. It is recommended that all classrooms teachers and work site supervisors have copies of student Emergency Cards.

STUDENT MEDICATION:

Medication, including aspirin, is stored and dispensed in the Health Office. (See the nurse about exceptions to this policy.) All students taking prescribed medicine during school must see the nurse so that proper medication is dispensed. The nurse can dispense Tylenol with parent or guardian signed permission.

INJURY REPORTS FOR STUDENTS:

When a student is injured on school property, at a LABBB work site or at gym during the school day, he/she must report to, or be taken to, the Health Office as soon as possible. The school nurse, with assistance from a staff member who was present when the injury occurred, is responsible for completing an injury report.

INJURY REPORTS FOR STAFF:

All accidents or injuries that occur in the school building, on the school grounds or at a LABBB worksite must be reported to the Health Office as soon as possible. The injured staff member must complete an Injury Report within twenty-four hours.

STUDENT ABSENTEEISM DUE TO ILLNESS OR ACCIDENT:

All students absent because of illness or accident for five consecutive days or returning to school from hospitalization are required to have a doctor's note and see the nurse for readmission to school. This is necessary to verify the absence and so that any doctor's recommendation may be carried out.

Chapter 40 Section 4E / Section 504 of the Rehabilitation Act

In 1974 Massachusetts enacted legislation that encouraged school districts to come together to address demands for special education services. The resulting partnerships have enabled districts to maximize efficiency by sharing costs and expertise. Today, the Commonwealth's educational collaboratives serve as regional educational resources and play a leadership role in developing a broad range of innovative programming to meet emerging needs.

The LABBB Collaborative serves students who are referred to us by member and non-member districts. All evaluations are done by the district.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the LABBB Collaborative has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The sending school district has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, s/he has the right to a hearing with an impartial officer or may file a complaint with the Office of Civil Rights.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to the record on the grounds information is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the school refuses to make the amendment.

Questions should be directed to the designated Section 504 Coordinator via the Executive Directors office.