Cutchins
Programs for Children & Families
New Directions School

Student and Family Handbook

School Year 2026-2027

Statement of Purpose

New Directions School is a year-round 218-day private therapeutic day school which provides clinical, behavioral and academic services to students between the ages of 8 through 21. New Directions School is able to meet the unique needs of students through the use of Dialectical Behavior Therapy (DBT) concepts, Trauma and Attachment Informed Care, and sensory-based approaches. Through these models, students gain skills that allow them to make academic and social-emotional progress in order to return to a less restrictive environment.

Directory

NEW DIRECTIONS SCHOOL STAFF DIRECTORY			
NORTHAMPTON CENTER FOR CHILDREN AND FAMILIES MAIN PHONE When calling to report your student's absence call 413-584-1310 extension 332			413-584-1310
ADMINISTRATIVE/CLINICAL OFFICES			
Chief Executive Officer	Dr. Tina Champagne	tchampagne@cutchins.org	Extension 313
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PHYSICAL EDUCATION			
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VOCATIONAL EDUCATION			
Vocational Instructor	Melony Ortiz	mortiz@cutchins.org	
Lead Vocational Instructor	Heather Nield	hnield@cutchins.org	

Education Director’s Welcome

Dear Students, Parents and Caregivers,

Welcome to the 2026-2027 school year! It is my pleasure to welcome new and returning families to our school community. We are excited to begin another year filled with opportunities to learn, grow, build relationships, and achieve new goals.

As your Education Director, I am committed to creating a safe, supportive, and inclusive environment where every student feels valued, respected, and safe enough to reach their full potential. At New Directions School, we believe that every student has unique strengths and abilities. We are dedicated to providing the guidance, support, and opportunities needed for each student to succeed.

The Student and Family Handbook is an important resource for students and families. It provides information about our expectations, policies, procedures, and the many ways we work together to support student success. I encourage you to review it carefully and reach out to our staff whenever you have questions or need assistance.

Success is a team effort, and we look forward to partnering with our students, families, and staff throughout the school year. Together, we can create a positive school experience where students can feel empowered.

I am so glad you are part of our school community. Here’s to a successful and meaningful 2026-2027 school year!

Warmly,

Kelsey Hoey

Kelsey Hoey

Education Director

New Directions School

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Mission
Cultivate curiosity and competence in the classroom and community.

Vision
We are a community of learners, cultivating self-awareness and critical thinking skills. We work to create and advance a trauma informed educational culture. We celebrate each person's individuality and strengths within a collaborative learning environment.

Goals
To meet the unique needs of its students, provide them with the skills that allow them to make academic and social-emotional progress in order to return to a less restrictive environment.

Education Philosophy
New Directions School believes in creating a safe and supportive learning environment for students through the utilization of a trauma informed approach. We realize the widespread impact of trauma and understand that all of our students have experienced trauma at some point in their lives. We recognize the signs and symptoms of trauma and how they present in our students. We respond to trauma both at an individual and school wide level through explicitly stated expectations, interventions and routines. We actively avoid re-traumatization by proactively addressing triggers, using de-escalation strategies, and implementing individualized supports.

All students have a comprehensive Distress Tolerance plan. These individualized plans help us to understand signs of dysregulation that are unique to each student and how to best support the student during times of distress. We use skills based interventions, in combination with sensory modulation techniques because we recognize that our students require skill development and assistance in regulating their nervous system. We use limit setting structures, along with systems of positive reinforcement. These systems assist in teaching students' accountability and responsibility, as well as promote self-monitoring and emotional regulation.

Statement of Purpose
New Directions School is a therapeutic educational program, providing clinical, behavioral and academic services to students between the ages of 8 and 21. Through the use of Dialectical Behavior Therapy (DBT), Trauma and Attachment Informed Care, and sensory-based approaches New Direction School is able to meet the unique needs of its student, provide them with the skills that allow them to make academic and social-emotional progress in order to return to a less restrictive environment.

Admission Criteria
New Directions School enrolls youth between the ages of 8 and 18 years of age with primary disability types of Anxiety Disorder, Bipolar, Emotional Disability, Learning Disability, Mood Disorder and Posttraumatic Stress Disorder. Admitted students have varying disabilities and diagnoses, but all share a qualifying primary or secondary Emotional disability. Admitted students may require specialized and related services such as Occupational Therapy, school-based clinical services, and/or pragmatic social skills coaching.

Operational Information
Hours of Operation
New Directions School Hours of Operation are 8:00 AM – 4:00 PM

The students' day is 8:15 AM – 3:02 PM

Parents or guardians who transport a student to or from school must bring the student into the Montgomery building and sign the student in and out. For safety reasons, no student should be dropped off prior to their scheduled arrival times by a parent.

Description of Daily Routine

A typical New Directions School day begins with students being greeted by staff as students arrive off their school transportation. All students arrive at 8:15 a.m., which is our scheduled school start time. Upon arrival students go directly to the cafeteria for breakfast where our kitchen using the National School Breakfast and Lunch Program menu guidelines. If a student does not want breakfast, they remain in the cafeteria until 8:35 a.m., when they transition to their classrooms for the first period of the day. There is a scheduled snack time that occurs mid-morning. Throughout the day students have access to the support room and providers if they are in need of time and space prior to returning to their classroom.

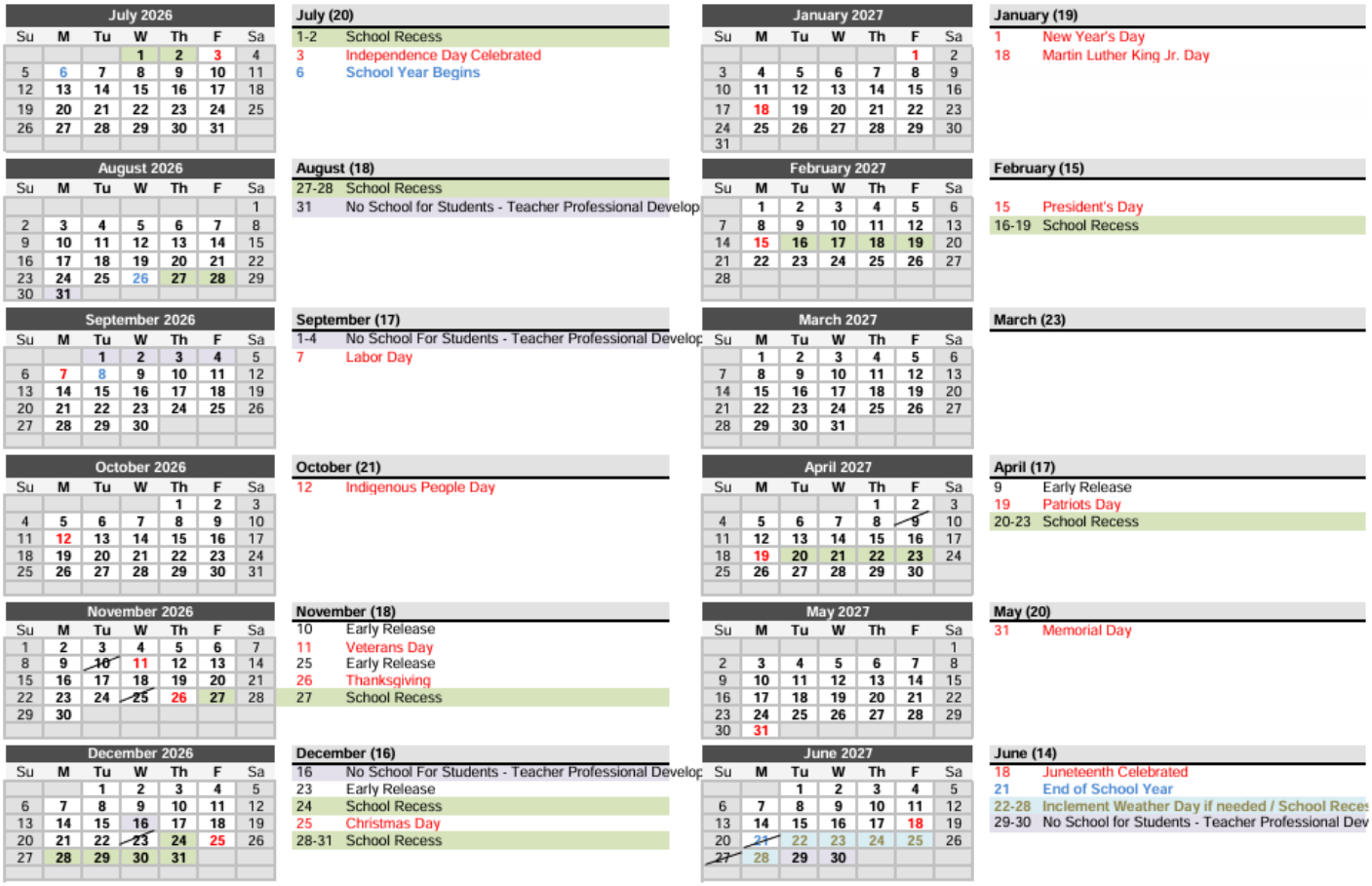
Clinicians provide social/emotional group 3 times per week relating to topics such as emotional regulation, transitions, collaborative problem solving, bullying, and creating positive relationships. Our Occupational therapists provide direct therapy and sensory integration.

Bell Schedule

8:15 AM	Student Arrival
8:15 AM - 8:35 AM	Breakfast/Academic Advisory
8:35 AM – 9:20 AM	Period 1
9:20 AM – 10:05 AM	Period 2
10:05 AM – 10:20 AM	Snack
10:20 AM – 11:05 AM	Period 3
11:05 AM – 11:50 AM	Period 4
11:50 AM – 12:10 PM	Lunch
12:10 PM – 12:55 PM	Period 5
12:55 PM – 1:30 PM	Period 6 (Groups / Academic Support)
1:30 PM – 2:15 PM	Period 7
2:15 PM – 3:00 PM	Period 8
3:00 PM – 3:02 PM	Check-out/Dismissal

School Calendar – SY 26-27

2026-2027 New Directions School Calendar



July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July (20)

1-2	School Recess
3	Independence Day Celebrated
6	School Year Begins

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August (18)

27-28	School Recess
31	No School for Students - Teacher Professional Develop

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September (17)

1-4	No School For Students - Teacher Professional Develop
7	Labor Day

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October (21)

12	Indigenous People Day

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	~~10~~	11	12	13	14
15	16	17	18	19	20	21
22	23	24	~~25~~	26	27	28
29	30					

November (18)

10	Early Release
11	Veterans Day
25	Early Release
26	Thanksgiving
27	School Recess

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	~~23~~	24	25	26
27	28	29	30	31		

December (16)

16	No School For Students - Teacher Professional Develop
23	Early Release
24	School Recess
25	Christmas Day
28-31	School Recess

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January (19)

1	New Year's Day
18	Martin Luther King Jr. Day

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February (15)

15	President's Day
16-19	School Recess

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March (23)

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	~~9~~	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April (17)

9	Early Release
19	Patriots Day
20-23	School Recess

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May (20)

31	Memorial Day

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	~~21~~	22	23	24	25	26
~~27~~	28	29	30			

June (14)

18	Juneteenth Celebrated
21	End of School Year
22-28	Inclement Weather Day if needed / School Rece
29-30	No School for Students - Teacher Professional Dev

Confidentiality Statement

Daily routine and observations: All New Directions School staff, volunteers, and interns sign a Confidentiality Statement regarding the students and business of the school in accordance with state and federal laws.

Records: Student records are collected and maintained by New Directions School Staff and stored under lock and key. They are available for review by a student's legal guardian and the student (if of age and consent.) The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), have access to the student record. New Directions School teachers and staff working with the student also have access to each student record. Information is not released to others unless:

a. written consent of the legal guardian permits disclosure;
b. it can be released under limited circumstances permitted by law. New Directions School forwards student records, including health records, to authorized school personnel of the school to which a student seeks or intends to transfer without consent of the eligible student or guardian. The temporary record will be destroyed no later than seven years after the student graduates, transfers, or withdrawals. Access will be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5).

You have the right to inspect and review any and all records related to your student, including the listing of persons who have reviewed or have received copies of the information. Legal guardians wishing to review their student's records should contact the Director of Education and arrange an appointment with the education director. School personnel will be available to explain the contents of the records to you. Copies of student file contents will be made available when it is not practical for you to inspect and review the records at school. The inspection of all portions of the student's record upon request. The records will be available within two days after the request.

Student temporary record will be destroyed no later than seven years after the student graduates, transfers, or withdrawals. Eligible students and their parents have a right to receive the contents in whole or in part. The temporary record is destroyed within five years after the student leaves the school.

Non–custodial parents who wish to receive information concerning their child must submit a written request to the school administrator. The Board of Education has adopted amendments to the Students Records Regulations concerning access to student records by non-custodial parents in order to conform to federal law. Per, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their student's records unless the school has been given documentation that:

1. the non-custodial parent has been denied legal custody based on a threat to safety to the student or custodial parent or
2. the non-custodial parent has been denied visitation or has been ordered to supervised visitation or
3. the non-custodial parent's access to the student has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. It is the responsibility of the custodial parent to provide the necessary documentation in order to deny a non-custodial parent access to records.

A copy of the Student Records regulations will be made available upon request.

Dress Code

Students are expected to come to school ready to learn. If administration determines that dress is distracting or in the way of learning, a parent/guardian will be notified. Clothing meeting dress code can

be delivered, or the student can be sent home to change. Shoes need to be worn at all times while on the campus. The following garments/ items are unacceptable for school:

- All sleeveless shirts, including tank tops/muscle shirts
- Midriff tops
- See-through tops or pants
- Clothing that promotes drugs, alcohol, sex, violence, tobacco or violates the harassment policy
- Miniskirts or short-shorts
- Jeans with inappropriate tears or rips or cut-offs
- Any item that covers a student's face unless approved by a medical accommodation
- Gang apparel
- Sunglasses in the classroom unless approved by a medical accommodation
- Blankets

Systems of Notification Regarding Inclement Weather

In the event of inclement weather or other circumstances that may affect the school schedule, families will be notified as soon as possible regarding school closures, delayed openings, early dismissals, or changes to transportation. The school will communicate weather-related schedule changes through one or more of the following methods:

- School-wide notification system via email
- Direct communication from the school administration
- Local news outlets (WWLP – TV and website)

Evacuation and Emergency Procedures

The safety of students and staff are a priority for New Directions School. All staff are trained in our Evacuation and Emergency Procedures. These procedures are reviewed with students and drills are conducted. Each classroom and common areas have posted Emergency Situational Reminders to assist staff and students as to the response to various situation. The following are the situations and reminders.

Evacuation "*Get out, stay out*" –

This response is used when there is a fire or other unsafe internal condition. Students and staff evacuate to designated assembly areas.

Shelter in Place "*Stay inside, stay safe*" –

This response is used when there is an external security threat, severe weather, or an airborne hazard. It is also used when there is a medical emergency. Students and staff stay inside classrooms with little or no use of hallways or common areas. External doors may be locked based upon the specific situation. Instruction will typically continue.

Lockdown "*Silent and invisible*" –

This response is used when there is an internal security threat. Students and staff are hidden and quiet in locked and darkened classrooms.

Hostile event response "*Run, hide, fight*" –

This response is used when there is an active shooter or other act of violence in progress. Students and staff assess the situation and determine the best course of action. They may evacuate immediately or they may follow lockdown procedures described above until a safe method of evacuation is identified. The situation is assessed continuously and groups of staff/students are empowered to adjust course in response to specific events.

Notification of Change of Address or Contact Information

Frequent communication between school and home greatly increases effective learning for each student. In order for the school to notify caregivers about daily happenings and upcoming events, correct contact information is very important. Please notify the school's main office of any changes in address, phone number, emergency contacts or caregivers in the home. Updated information may be given in writing or by phone.

Notification of Substantial Change

The Department of Elementary and Secondary Education (DESE) has reporting requirements for certain changes to its program(s) that are proposed and/or unexpected. All approved public day special education schools or programs seeking to make changes to its currently approved program(s) must complete a Form 1: Notification/Request for Prior Approval of Substantial Changes Within an Approved Public Day Special Education School or Program.

Pursuant to 603 CMR 28.09(5)(c), New Directions school, as an approved public special education day school or program, is required to provide written notification / request prior approval from the Department for the following reason(s):

Immediate notification for:

- unexpected building change as the result of an emergency
- closure of a program

15 working days' notification for:

- change in program's name
- vacanc(ies) in approved staff positions not filled by another appropriately licensed or waivered staff person, and that have a direct impact on the service delivery to students

PRIOR APPROVAL FROM DESE REQUIRED BEFORE CHANGES MAY OCCUR:

- changes to school building(s)/physical facilities that are not due to an emergency, but are related to relocation and/or expansion of building(s)
- request to increase or decrease the ages of the students being served

Parental Involvement

603 CMR 18.05(4) (4) Parental Involvement

The New Directions School seeks to involve the student's parent(s), guardian(s), and/or other caregivers in the activities and programming to the greatest extent possible. They are encouraged to take an active role in the education and services offered at New Directions School. Parent(s)/guardian(s) are encouraged to visit the school and view the learning environment and learning activities. Parent(s)/guardian(s) are invited to events at the school during the year including but not limited to:

- The New Directions School's Open House
- School Events
- Parent Advisory Groups

Monthly notifications are sent home regarding the Special Education Advisory Council (SPAC) meetings. Parent(s)/Guardian(s) are also encouraged to contact school administrators or clinician/case managers at any time. They are also encouraged at any time to provide suggestions for improvement at the school.

Special Education Parent Advisory Group

The purpose of the Special Education Parent Advisory Group (SPAG) is to provide a forum in which the New Directions' Parent(s)/Guardian(s) can advise the school on matters that pertain to the education, health, and safety of the students served. The New Directions' Education Director, is responsible for the organization and agenda development of the Parent Advisory Group which meets quarterly.

The SPAG's agenda is flexible to specific events within the school and local education. A consistent goal is increasing parental involvement in the quality of programming at the New Directions School.

Physical Interaction

A healthy school community is built upon interactions with ALL its members – teaching assistants, teachers, vocational staff, clinicians, occupational therapists, students, kitchen staff, maintenance staff, parents, and outside service providers. There are several types of interactions – verbal, nonverbal, written, and physical. The physical interaction policy serves to clarify how we interact physically to promote pro-social, healthy communication between ALL our school community members.

Hugging: defined by putting both arms around a person are not encouraged between staff and a student as it confuses students about the school staff's role in their lives. Hugs leg to leg with one arm around a person is acceptable, with both staff and student agreeing to the "side hug." Handshakes, universal sign language, and verbal communication are encouraged.

Horseplay, roughhousing: defined as any touching with the intent of "rough or boisterous play," i.e. re-enactment of wrestling moves, play tickling, pinching. Any of these activities or interactions like them is not allowed between staff and students or between students and students. Students do not build therapeutic relationships through horseplay. Horseplay is not encouraged or allowed in the school between students or staff. Restore and repair work will be given to students and staff as needed when horseplay is displayed, as it is confusing to a therapeutic relationship.

Gym and recess: defined as times when students are strongly encouraged to participate in a physical activity in an emotionally safe environment. Staff participates with the students to teach and reinforce the concepts of the activity but also the concepts of good sportsmanship.

Religious Practices/Multicultural Activities/Diversity

New Directions School is non-denominational and does not engage in any regular religious practices. However, New Directions School values cultural diversity and respect for all peoples and celebrations and relevant curriculum offerings regarding various holidays, both secular and religious, (i.e. Christmas, Chanukah, All Saint's Day, Kwanzaa, Martin Luther King Day, Three King's Day, etc.) which occur throughout the year. New Directions School does host a school-wide Holiday celebration honoring diverse traditions. Any parent/guardian wishing to exempt their students from such celebrations may do so by contacting their student's Clinician, Clinical Director, Assistant Education Director or Education Director before the celebration via telephone call, email, or written note.

Students Not Picked Up at the End of Day

The students are dismissed at 3:02 p.m. Students must be picked-up at their scheduled dismissal time or as written on their IEP unless prior arrangements have been made with school staff and the transportation provider. For students who are regularly scheduled to take a district school bus and are unable to take the bus due to behavioral or medical issues, legal guardians are called as well as involved service providers, to create a plan for safe transportation to and from school. As the focus in the situation is on safety, the dismissal plan may include the New Directions School Crisis Protocol, the Northampton Police Department, and/or the Department of Children and Families.

Student's Legal Status

A parent or guardian can notify New Directions School of any changes in a student's legal status and of the results of all judicial and administrative proceedings concerning the student for disseminating this information to appropriate school personnel in writing to the Director of Education. The mailing address is the New Directions School, 78 Pomeroy Terrace, Northampton, MA 01060.

Student Termination Policy

The New Directions School seeks to provide a stable placement for the student, parent/guardian as well as referring to the school district. Therefore, no student will be terminated from The New Directions School on an emergency basis by The New Directions School but will follow the LEAs direction under regulation. The New Directions School would seek change in classroom, delivery of curriculum, and change in staff ratios in continuing efforts to educate the student. Students will remain enrolled in and continue to attend The New Directions School, regardless of difficult or criminal behavior. Appropriate interventions would occur as indicated by the student's presentation. The New Direction School works collaboratively with the Local Education Agency (LEA) and parent/guardian to help resolve any difficulty and/or disagreements among TEAM members. If the parent/guardian remains unhappy or there is a breakdown in the ability of the team to work effectively together, New Directions School will work collaboratively with the LEA and follow the planned termination procedures listed below. New Directions School will provide any necessary documentation, procedures, staffing, etc., to ensure a successful transition for the student. If the LEA so determines to proceed under regulation with a planned or emergency termination the following procedures will be followed

a) Planned Terminations: The New Directions School shall notify the public school district of the need for an IEP review meeting and provide notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.
b) Emergency Terminations: In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12) (b) and immediately notify the Department of Elementary and Secondary Education through the use of an Action Form located within the DESE CHAMP website.

The New Directions School shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, New Direction School shall delay the termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency TEAM meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the approved special education school and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Student Transportation

Student transportation to and from school is the responsibility of the sending school district. New Directions School will not provide transportation to students who are dismissed from school by the school nurse. It is the responsibility of parents / guardians / caregivers to pick up their student. New Directions School will provide transportation for students to participate in field trips or community experiences. Only school staff that have been trained in the transportation of students will be providing such transportation.

The Giving of Gifts

The giving of gifts between staff members and students/families is discouraged due to its potential effect on the professional relationship that exists. Any gifts to students should be from the school, not from an individual staff member. Staff may purchase educational items for individual students or groups of students to use as part of their school day and not be brought home by individual students. Any gift-giving to students needs to be approved in advance by the Education Director. Although gifts from families to staff are in no way necessary or

required, there may be occasions when students and their families wish to give gifts to staff members. In these situations, we encourage the family to provide any gifts to teams of staff, rather than individual staff members.

When Students are Absent (Attendance Policy)

According to MA DESE guidance, for State reporting purposes, a student must be present for on half of the school day in order to be considered present for a school day. Students must be in attendance at school for 2 hours and 48 minutes. If a student is not present for 2 hours and 48 minutes, their day will be considered to be an absence for state reporting.

When a student does not report to school within one hour of scheduled arrival, the Administrative Assistant will call the parent/legal guardian for an explanation of tardiness or absence each time the student does not report. If the parents/legal guardians are unreachable, staff will call the emergency contact for explanation. Staff will document each call on a phone contact sheet and place it in the student record.

- Attendance at school is monitored and will be shared with the sending school district.
- When a student is reported absent for three or more days due to a medical reason, the Director of Education or School Nurse will request written medical documentation from the parents/legal guardians. The written medical documentation is placed in the student medical record in the School Nurse's office as required by state and federal regulations.
- This attendance policy is separate from attendance requirements for awarding of credit and high school diploma from programmatic school districts. Attendance may impact student progress.

Supervision of Students

Constant supervision of students ensure that our students remain safe. Staff receive training on the importance and requirement to ensure students are under constant supervision while they are at school.

Restroom Protocol

There is a protocol that has been established for students who remain in the restroom for longer than 5 minutes. A staff member will knock on the door to ensure that the student is safe. If the student provides a verbal response they will be allowed to remain in the restroom. A 5-minute check in will continue until the student exits the restroom. If a student remains in the restroom for 15 minutes, a staff member will knock on the door and inform the student that the door will be opened to ensure the students safety. A bathroom log is kept by staff. Students will be signed in and out of the restroom.

When Students are Sick (Sick Policy)

Staying home when sick can lower the risk of spreading infections. Under routine circumstances, some illness spread among school communities is expected. In general, student with improving symptoms should participate in school.

If students are presenting with the following symptoms, they should stay home because their illness could affect their ability to participate in school and there is concern that they might spread an infection to staff and students.

- Fever, including a fever with a new rash.
- Vomiting more than twice in the preceding 24 hours.
- Diarrhea that causes 'accidents', is bloody, or results in greater than two bowel movements above what the child normally experiences in a 24-hour period.
- Skin sores that are draining fluid on an uncovered part of the body and are unable to be covered with a bandage.
- Respiratory Virus Symptoms that are worsening or not improving and not better explained by another cause such as seasonal allergies.

While in school if student is not feeling well, the School Nurse will evaluate and assess a student presenting with a medical problem. The following criteria will determine if a student will be sent home:

- Temperature greater than 100.1 degrees Fahrenheit,
- Vomiting and/or diarrhea that has been observed by staff; confirmed by medical staff or an administrator be evidence of a condition not suitable for school environment.
- Evidence of a contagious disease (students will need to be cleared by a medical provider and return to school with a doctor's note).
- Any injury or illness causing incapacitation of a student.

If a student is sent home with a fever, vomiting or diarrhea the student must stay out of school for 24 hours.

Educational Programming

Academic Programming

The academic program consists of English Language Arts, Mathematics, Social Studies, Science, Health, and Physical Education in accordance with the Massachusetts Curriculum Frameworks. Emphasis is placed on providing comprehensive instruction so students can succeed on the MCAS. Electives are offered.

Academic programming includes but is not limited to:

- ELA, Math, Social Studies, Science, and Health Instruction at all grade levels consistent with the Massachusetts Curriculum Frameworks
- Physical and Health Education instruction
- Small classroom size
- Community-Based experiences

Health Curriculum

In accordance with Massachusetts General Law, G.L. c. 71, §§ 1 and 3, all public schools are required to provide students' access to a Comprehensive Health and Physical Education (CHPE). The CHPE curriculum should include comprehensive, culturally responsive, medically accurate, and developmentally appropriate learning opportunities, in addition to Physical Education. While public schools have the ability to utilize and implement materials and curricula that they deem appropriate, Massachusetts has outlined CHPE learning standards that identify learning goals to be achieved by grade span. Topics identified to be addressed within the CHPE include Gender, Healthy Relationships, Mental and Emotional Health, Nutrition and Balanced Eating, Personal Safety, Physical Activity and Fitness, Physical Health and Hygiene, Public, Community and Environmental Health, Substance Use and Misuse.

Sexuality and Sexual Health education is a part of the CHPE curriculum at the high school level. As a trauma-informed environment, New Directions School is committed to upholding a learning environment that promotes both physical and emotional safety. New Directions School understands the potential sensitivity of such topics and believes that such topics should be adapted to the developmental and emotional needs of its students. As a result, The CHPE high school curriculum will be delivered by the school's licensed clinicians. The clinical team's unique skill set supports students in not only learning the information, but in understanding the emotional, relational, behavioral, and safety implications associated with such topics.

Under G.L. c. 71, § 32A, parents/guardians have the right to exempt their children from lessons, courses, or instructional programs that primarily involve human sexual education or human sexuality issues. Section 32A also identifies that parents/guardians have the right of reasonable access to the instructional materials for the CHPE curricula for inspection and review, upon request made to the Director of Education and/or Director of Compliance and Operations. Written notification of "Opt-out" on the portion(s) of the curriculum involving human sexual education and human sexuality should be provided to the Director or Education and/or Director of Compliance and Operations. .

No student will be penalized in response to the requested exemption. Students who are exempted will be provided with appropriate alternative activities during the period of instruction.

Thank you for your partnership in promoting the health and well-being of your student(s). Through access to the CHPE curricula, your student(s) will have access to the knowledge and skills to make informed decisions, and practices that support a healthy lifestyle.

Summer Programming

New Directions School is a 12-month, 218-day program. Within the summer program, academics are presented in thematic units of study and co-taught by the six classroom teachers. The courses include STEM and Humanities and provide credit recovery opportunities while assisting to maintain academic skills throughout the summer months. For the younger students in Carriage House, summer programming is focused on maintaining educational skills, learning pre-vocational skills, and increasing tolerance for community experiences. The project-based approach to the summer program allows for students to shift attention to functional skills on campus within the classroom and outdoor learning spaces, while maintaining the structure of a typical school setting. Eligible older students are offered to obtain on or off campus work experiences, while others are integrated into the horticulture, café, and campus beautification courses.

Vocational / Transition Program

The vocational / transitional program offered at New Directions is focused on supporting students in our alternative learning environment to transition and prepare for life after high school. The program focuses on key areas to support students to integrate on campus and utilize supports built into our systems in order to best utilize supports outside of and after high school. Key areas of development that are focused on include pre-vocational skills, career and work exploration, awareness, and readiness; learning skills for school routines and further education or training; independent living skills, such as financial literacy and planning for unexpected situations; and finally a pathway to determine next steps post high school for successful transitioning. These learning experiences will happen in both a traditional classroom environment as well as in the community when applicable. The vocational/transition program also supports students to attain internships on and off campus.

District and State-Wide Testing

Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.

Students with disabilities and EL students must participate in all MCAS testing scheduled for their grades regardless of the program and services they are receiving, with the exception of EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission), for whom ELA testing is optional; and students taking the MCAS Alternate Assessment (MCAS-Alt) who must take alternate assessments in the grades and subjects required for students in that grade.

The Department of Elementary and Secondary Education identifies all schools, including those out of state, that are providing publicly funded education to Massachusetts students, so that the students may be included in the MCAS program. Massachusetts school districts to identify the students they have placed in out-of-district programs and the location of the programs. The Department then arranges for the out-of-district schools to receive testing materials and administer the MCAS tests.

New Directions School adheres to the Statewide testing schedule that is published annually by DESE to schedule and administrator the statewide testing (MCAS).

Individual Massachusetts public school districts determine, at their local level, the requirement of MCAS testing score attainment as a graduation requirement.

Program Modifications for English Language Learners and Translation of Information into Languages other than English

New Directions School acknowledges it is responsible to serve and is willing to accept students who are English learners (ELs) into its program. New Directions School is committed to affording students who are ELs equal opportunities to access and participate in the program's services, activities, and other benefits as all other students. Additionally, New Directions School is committed to working with each student's public school district to implement necessary program modifications and support services to identify and effectively serve students who are ELs. Students at New Directions School will receive all the protections afforded by the state laws (M.G.L. c.71A, 603 CMR 14.00) and the federal laws (Title IV) in this area.

New Directions School serves students who are ELs by implementing the following procedures:

- Unless the student's IEP specifies otherwise, students who are identified as ELs shall receive sheltered content instruction (or instruction through a different research based EL program that meets the requirements of the law) by Sheltered English Immersion (SEI) endorsed teachers, and additional instruction in English as a Second Language (ESL) by a licensed ESL teacher. The New Directions School will also work with the sending school district to ensure implementation of any other program modifications and support services determined to be necessary for the student to have equal opportunities to access and participate in the program and make progress towards achieving English proficiency.
- If a student has been enrolled at New Directions School that has not been identified as a student who is EL, and appears to not yet be English proficient, New Directions School will request an evaluation be done by the sending school system. The student's TEAM will convene to discuss the results of the evaluation and collaboratively decide on the appropriate program modification and needed support to be implemented. It is the district's obligation to determine if a student qualifies as EL and follow all requirements for Identification, Assessment, Placement, and Reclassification of ELs.

Language Translation Support for Parents/Guardians

New Directions School is committed to working with the sending school district to ensure important information is provided to parent(s)/guardian(s) who request communication in a language other than English. When requested by parent(s)/guardian(s), New Directions School ensures that information is provided to them in a language that they understand, either through written translation of documents or through oral interpreters. If a request is made by a parent/guardian, we will work with the sending school district to have important information translated into the requested language in a timely manner. In addition to all required documents (consent forms, IEPs, progress reports, incident reports, etc.), this includes all information that is typically provided to parents in English, such as school announcements and notices. New Directions School maintains important information in the student record that has been translated or interpreted for parent(s)/guardian(s) who request translation support. Additionally, when translation supports are requested, we will collaborate with the sending district to have an interpreter present at Team meetings to translate information and ensure understanding by the parent/guardian.
When students have parents/ guardians with limited English language skills, New Directions School will work together with the public school to ensure that all general announcements and notices of activities or other opportunities are provided to them in the primary language of the home.

Grading Policy

Students earn grades in each class on a quarterly schedule. In classes, grades are a weighted average of class participation (30% of overall grade), graded assignments/classwork (35% of overall grade), and assessment (35% of overall grade). Additionally, in order for students to earn credit, daily and period attendance must be at least 75%. The academic grading scale is as follows:

A+	97-100

A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
NP	<60
INC	Incomplete

Opportunities to improve or maintain grades include: consistently attending all classes, completing/making up missing assignments, and other individual supports and interventions developed by the student's team.

At the end of each academic year, cumulative grades are calculated and shared with the sending school district for their review. Any credits earned will be granted by the sending school district.

High School Credits/ Awarding of High School Diploma

The New Directions School operates on a quarterly schedule, with students in grades 9 through 12 earning .25 credits for each full-time class passed per quarter. A full-time class meets daily (e.g., English Language Arts, Mathematics, etc.).

New Directions School provides the sending district with a report card and the district awards credits based upon that. New Direction does not award high school diplomas directly to students. The sending district awards them.

Individual Education Plans (IEPs)

The Individualized Education Program (IEP) represents an agreed upon plan for each student's education. New Direction School implements services as agreed upon by the team and outlined in the IEP. An IEP document is developed for each student containing:

- Student and concerns
- Student and Team Vision
- Student strengths / evaluation results
- Present levels of academic achievement and functional performance
- Post-Secondary Transition Planning
- Accommodations and Modifications
- District and State Testing accommodation
- Annual Goals and objectives / benchmarks
- Service delivery
- Schedule modifications

New Directions school follows Massachusetts standards and regulations regarding IEP development and implementation. Massachusetts Parents' Rights brochures, IEP Process Guide and other state and federal education policies are available at the School. IEPs are written annually. However, the team may reconvene as necessary to revise the IEP.

Team Meeting Process

The Director of Education and Special Education Coordinator work together with LEAs to ensure ongoing communication, collaboration and coordination of services for students. At least annually, the student's educational team convenes to review a student's progress. An Individualized Educational Program (IEP) is developed at the annual Team meeting. New Directions School's Educational Director or designee works collaboratively with the student's public-school liaison to make sure that team participants receive an invitation to the meeting.

At each annual review meeting, the team reports on the student's progress, discusses current performance, and develops goals and objectives for the next year. This includes the documentation of transition needs and services as appropriate. For students 14 and older, this includes a discussion of transition needs (Transition Planning Form). Additional information regarding expected transfer of rights at age 18 and anticipated graduation date and/or need for ongoing support services from other human service agencies are also discussed at the team meeting. New Directions works with the LEA in coordinating the completion of 3-year eligibility reevaluations. In general, New Directions School participates with the team to determine the necessary assessments. New Directions School works closely with school districts to facilitate monitoring of student progress and allow both scheduled and unscheduled visits for monitoring purposes. New Directions School staff members make every effort to keep school district liaisons informed about student progress.

Report Cards and Progress Reports

Report cards are issued quarterly.

Progress reports regarding a student's attainment toward the goals on the signed IEP are completed at the same time that report cards are issued. Progress reports are shared directly with parent/guardians and the sending school district.

Student Systems of Support

Clinical Component

New Directions School provides a comprehensive clinical services department including psychotherapy, skills development groups, psychoeducation groups, psychiatric consult when possible. All students are assigned a clinician who is accessible for regularly scheduled sessions and on an as needed basis. Clinicians are the main points of contact to aid and assess in crisis situations.

Each admitted student has a comprehensive Safety/Distress Tolerance plan. These plans assist in identifying each student's unique triggers and needs during times of distress. Information provided in these plans assist staff in proactively addressing triggers and de-escalating students to support student safety. In the event that a student is an immediate safety concern to themselves or others and attempts to de-escalate them have been unsuccessful, the Crisis Protocol will be enacted.

Health Services

Nursing services are available at New Directions School. Our nurse is available to meet with parents and guardians to discuss any student's healthcare needs. If you need to speak to the school nurse, please call the school's main office and ask to speak with the school nurse.

The New Directions School nurse is licensed to practice nursing in Massachusetts and are certified by the Department of Elementary & Secondary Education. The responsibilities of school nurses include:

- evaluating and managing the health needs of all students
- monitoring and administering medications and medical procedures as prescribed by a student's primary care provider or medical specialist
- providing first aid and emergency care
- identifying and managing students with special health needs
- working with other school-based groups to provide safe and healthy environments
- supporting students and families with accessing primary medical care and health insurance
- managing the surveillance of communicable diseases

You can help the school nurse care for your child by:

- making sure the nurse knows if your child has any health conditions (diabetes, sickle cell, asthma, seizure disorder, etc.) or needs nursing services while in school.
- communicating with the nurse if medication or health needs change
- providing a copy of your child's most recent physical exam with all up to date immunizations (exam must be within 12 months)
- updating your child's emergency contact information on file at the school so the school can always reach you
- giving the nurse permission in writing to discuss your child's health care needs with the child's health care provider.

All families must fill out the required nursing forms annually.

Students should have no medicines, either prescription or non-prescription, in their possession at any time while under the school's jurisdiction. Unauthorized use, possession, or distribution of such medication by students may be cause for dismissal.

Occupational Therapy

New Directions School has a full (comprehensive) occupational therapy (OT) program that is written into the school. This unique set up allows for services to be provided to any students who attend New Directions at no additional cost, with or without OT in the service delivery grid. OT utilizes the essential training of neuroscience, anatomy and physiology, physical dysfunction, mental health, and developmental progression through the lifespan in order to provide interventions that facilitate independence in meaningful occupations. Individual goals are addressed in one-on-one pull out sessions. Groups are utilized both in the classroom and sensory gym spaces in order to allow for multiple students to work on a variety of skills, such as fine and gross motor, praxis and ideation, sensory modulation, turn taking, frustration tolerance, etc. The OT department assists clinical staff in identifying skills that are utilized to build student's distress tolerance plans which support student learning within the educational setting.

Reporting Suspected Abuse and Neglect

New Direction and its staff are mandated reporters. If there is a suspicion or allegation of abuse or neglect New Directions will file a report. Parents / caregivers will be notified if a report is filed unless there is an imminent safety concern for the child.

Trauma Informed Practices

New Directions School utilizes trauma informed practices and approaches with students. The Cutchins Program for Children and Families as an agency and New Directions School utilizes The Six Core Strategies© approach to reduce seclusion and restraints. The Six Core Strategies© are an evidence-informed approach to effectively reduce seclusion and restraint of youth. This whole-of-system approach was originally developed in the United States by the National Association of State Mental Health Program Directors Medical Directors Council (NASMHPD). This approach has been implemented in the field of mental health worldwide.

Students Encountering Challenging Behavior Supports

The goal of New Directions School behavior support policy is to create a safe learning environment in which trauma informed practices and sensory skills integration are used to encourage the use of communication to replace behavior that disrupts learning and enhanced pro-social skills that support each student's growth. The New Direction's School Behavior Support Policy is reviewed annually. The objectives of the behavior support policy are to:

- assist students in developing an expanded repertoire of adaptive coping skills coach students to utilize effective problem-solving techniques
- assist students in developing age-appropriate peer and pro-social skills
- teach students the skills of negotiation, mediation and conflict resolution
- Model to student's effective ways to communicate wants/needs/concerns/etc. To displace disruptive behaviors
- guide students to their intellectual and social potential

Alternatives to Physical Restraint

The New Direction School attempts to defuse and/or de-escalate potential high-risk situations with a variety of verbal and diversionary interventions prior to any physical restraint. These techniques may include, but are not limited to, the following methodology:

- One-on-one discussion with staff
- Clinical intervention with clinician
- Removal of the student or the other students from the classroom until physical control/and or safety of others is re-established
- Implementation of incentive plans to deter students from engaging in high-risk behaviors
- Redirecting the student's attention to a task.
- Taking students for a walk or to access the Sensory Room

The New Directions School's methods for teaching alternative behavior/responses to challenging behavior:

The New Directions School staff are continuously teaching and/or modeling alternative ways to respond to internal and external stressors to our students. The New Directions School staff go through rigorous training each year on different methods to teach students alternative responses and behaviors. The following are a list of ways staff teach alternatives of behavior support that includes, but is not limited to:

- Cognitive-behavioral programming (i.e. the use of theory including thinking errors, seemingly unimportant decisions, compromising situations, high-risk situations, adaptive coping skills, etc.)
- Collaborative Problem Solving
- Responsive Classroom technique
- Individual Student Distress Tolerance Plans
- The use of natural and logical consequences
- Self-efficacy and fostering responsibility and accountability
- Verbal redirection to new task or topic
- Social Skill Group
- Clinical Groups

Principles Around Challenging Behavioral Support

The New Directions School incorporates programmatic principles that are utilized for all students. The principles include the following:

- Incentives are given when expectations are learned and met but never taken away when not obtained. The concept is that an expectation not reached must be broken down further to be obtained by a student to be learned and met.

- The New Directions School is structured so as to facilitate learning in a safe, positive environment. It is important to note, if students demonstrate behaviors that put themselves or others at risk, they may be denied access to any on or off grounds program (e.g. field trips, community experiences, vocational internship's etc.) solely for the reason that they may pose a significant, immediate safety threat. That decision is decided daily and is made by the administrator in charge. All efforts are made to include all students in all New Directions School programming.

Prohibited Items

Prohibited items cause substantial disruption to the school environment and present a threat to the health and safety of students, staff, or visitors. Prohibited items not permitted on campus, that can lead to a search, include but are not limited to: blankets, pillows, tobacco products, weapons, poisons, vaping/juuling devices, chains, spikes, matches/lighters, laser pointers, pepper spray, needles, hand held pencil sharpeners, pornographic material, gang paraphernalia, drug paraphernalia, controlled substances, prescription medications, nonprescription medications, alcoholic beverages, energy drinks, and any item that could result in endangering others or creating a disturbance. ***Electronic devices***, such as cell phones, music players, and smartwatches, must be turned off and placed in a Yonder pouch upon arrival. Possession of illegal or unauthorized materials and/or because of safety concerns are justification for a student to be placed on an ongoing (daily) or random search protocol. To ensure the safety of everyone, New Directions will take disciplinary action for all prohibited items.

If a student chooses to not fully complete the identified search protocol, they will be restricted from being around other students until they comply with the search protocol. We will immediately notify parents/guardians to ensure they are a part of the communication and resolution of the situation.

Program Limits

Program limits are rules that cannot be negotiated due to the immediate impact of student health and safety. The following are the Program Limits for New Directions and can also be categorized as Major Behaviors. If a student breaks a Program Limit a variety of logical consequences (interventions) are applied immediately.

These interventions include (but not limited to): separation from routine, restitution, mediation forms, and referral to appropriate public safety personnel (if applicable). Physical restraint only occurs when serious imminent harm is shown by the student to self or others.

The Program Limits are as follows:

- Elopement
- Physical Sexualized behaviors
- Physical Aggression
- Threats towards others
- Threats toward the school
- Abusive Language
- Substance Use

Program Limit Structures

New Directions uses limit setting structures that offer time away from learning for regulation in two ways: voluntary and involuntary. The limit setting structures that are in place support accountability and responsibility and foster self-monitoring and emotional regulation.

Minor Behaviors

Student acts or behavior that negatively impact the learning environment and may restrict the student's own access to learning are identified as Minor Behaviors. These acts or behaviors consist of (but are not limited to):

Off task behavior	Inappropriate noises
Work refusal	Ignoring directions
Excessive talking / brief disruptions	Cursing/name calling

Moderate Behaviors

Student acts or behavior that negatively impact the learning environment and may restrict other students' access to learning are identified as Moderate Behaviors. These acts or behaviors consist of (but are not limited to):

Continued refusal	Persistent disruption
Targeted disrespect / directed profanity	Leaving space without permission
Mutual horseplay	Inappropriate technology use

Major Behaviors

Student behavior that directly impacts the physical and/or emotional safety of themselves or others are considered to be Major Behaviors. Critical Incidents are classified by the level of risk and impact that they have on the individual student and others. These acts or behaviors consist of (but are not limited to):

Serious property destruction	Elopement (off campus or out of sight)
Fighting	Physical aggression
Credible threats	Possession of dangerous items
Hate speech or harassment	

Resolve and Repair

New Directions School utilizes a process called Resolve and Repair following displays of Moderate and Major behaviors/actions. Resolve work is a therapeutic learning process that promotes understanding and identification of the underlying events, emotions and thoughts that influence behavior. Repair work is a relational process that promotes understanding that actions/behaviors can impact others and through accountability relationships can be restored. Together these processes are essential in creating opportunities to support accountability and responsibility, while also fostering self-monitoring and regulation. We believe that students do the best that they can with the skills that they currently have. However, our goal is to increase student skills in order for them to be successful within the classroom and beyond.

Student Safety

The safety and well-being of every student is a top priority. New Directions School is committed to fostering a supportive and responsive learning environment. In alignment with best practices and mental health standards, New Directions School implement the following strategies that may include, but are not limited to, the following:

1. Staff Training and Awareness

- All staff receive annual training in recognizing warning signs of self-injury, suicidal ideation, and mental health crises.
- Staff are trained in trauma-informed care, de-escalation strategies, and mandated reporting procedures.

2. Mental Health Supports

- On-site licensed mental health professionals are available daily.
- Individual and group therapy sessions are integrated into each student's programming.
- Safety planning and risk assessments are conducted when concerns arise.

3. Student Education and Engagement

- Age-appropriate curriculum includes lessons on emotional regulation, coping skills, self-awareness, and help-seeking behavior.
- Students are encouraged to communicate openly with trusted adults and peers.
- Peer support is fostered through monitored and structured programming.

4. Communication and Confidentiality

- Families are promptly notified and included in planning for safety and continued care.
- Student privacy is respected, but confidentiality is broken when necessary to ensure safety.

5. Safety Protocols

- Any indications of self-injury or suicidal thoughts are taken seriously and responded to immediately.
- If a student is at risk of harm to self, the clinician and designees will initiate a safety assessment and follow established protocols, which may include:
    - Supervision and removal of potential means of self-harm
    - Development or review of an individualized safety plan
    - Referral for outside clinical support or emergency services, if needed
- Re-entry procedures, including reintegration planning, are implemented for students returning from hospitalization or crisis.

6. Ongoing Review and Collaboration

- The school regularly reviews its prevention strategies and protocols in collaboration with mental health professionals and community partners.
- Family engagement and communication are essential components of all prevention efforts.

New Directions Value System

Students will receive value points on their attendance, engagement, work completion and behavior and language used in class on a 5 point scale. Both the student and teacher will have the opportunity to reflect on student progress and discuss the values that were received and why.

Attendance	1	2	3	4	5
	In class for 0-12 Minutes	In class for 13-25 Minutes	In class for 26-38 Minutes	In class for 39-47 Minutes	Entire class

Engagement	1	2	3	4	5
	Active participant for 0-12 Minutes	Active participant for 13-25 Minutes	Active participant for 26-38 Minutes	Active participant for 39-47 Minutes	Active participant for entire class

Work Completion	1	2	3	4	5
	Completed 0-20% of assigned work	Completed at least 40% of assigned work	Completed at least 60% of assigned work	Completed at least 80% of assigned work	Completed all assigned work

Behavior & Language	1	2	3	4	5
	Does not follow classroom expectations. Consistent use of inappropriate language, disruptions and unsafe behavior. Ignores all redirections	Often uses inappropriate language and/or disruptive behavior. Requires significant reminders and redirections	Struggles with use of inappropriate language and disruptive behavior, but is able to respond to reminders and redirections	Follows most classroom expectations. May require minimal reminders and redirections	Follows all classroom expectations and does not require any reminders about appropriate language or behavior

Weekly Value Sheets: Score Calculations

Scores will be recorded by the teacher and calculated weekly (on Fridays) in order to identify the level of Honors that the student will achieve for the following week.

Carriage House Honors System

Grades 2-8

- **FUNDAMENTAL LEVEL**
  - Students at Fundamental Level have received a weekly total of 64% or lower

- **FIRST LEVEL HONORS**
  - Students at First Level Honors have achieved a weekly total of 65%-74% or lower
  - Students at First Level Honors can access the following incentives:
    - One classroom activity pass per day- to be used on Warm up or Exit Ticket
      - Must be used on a different subject per day
    - First Level school store

- **SECOND LEVEL HONORS**
  - Students at Second Level Honors have achieved a weekly total of 75%-84%
  - Students at Second Level Honors can access the following incentives:
    - One classroom activity pass per day- to be used on Warm up or Exit Ticket
      - Must be used on a different subject per day
    - Second Level school store

        - "Junior Staff" - Is responsible for one task per day
            - Teacher to assign tasks

- **HIGH HONORS**
    - Students on High Honors have achieved a weekly total of 85% or higher
    - Students at High Honors can access the following incentives:
        - One classroom activity pass per day- to be used on Warm up or Exit Ticket
            - Must be used on a different subject per day
        - High Level school store

        - "Junior Staff" - Is responsible for one task per day
            - Teacher to assign tasks
        - Chromebook usage once class assignment has been completed
            - Teacher must approve work completion prior to accessing Chromebook
        - Individual Incentive plan based on student interest

- **PAUSE**
    - Students who have committed a Value Violation are on Pause and need to complete the Resolve and Repair process before reentering the Value System

Scott School Honors System

Grades 8 - 12

- **FUNDAMENTAL LEVEL**
    - Students at Fundamental Level have received a weekly total of 64% or lower

- **FIRST LEVEL HONORS**
    - To achieve First Level Honors students have received a weekly total of 65%-74%
    - Students at First Level Honors can access the following incentives:
        - One classroom activity pass per day- to be used on Warm up or Exit Ticket
            - Must be used on a different subject per day

- **SECOND LEVEL HONORS**
    - Students who have achieved Second Level Honors have achieved a weekly total of 75%-84%
    - Students at Second Level Honors can access the following incentives:
        - Two classroom activity pass per day- to be used on Warm up or Exit Ticket
            - Must be used on a different subject per day
        - Student and Family Support Coordinator duties - Responsible for one task per day
            - Student and Family Support Coordinator to assign daily tasks
        - Mentor Carriage North students

- **HIGH HONORS**
    - Students who have achieved High Honors have achieved a weekly total of 85%
    - Students at High Honors can access the following incentives:
        - Two classroom activity pass per day- to be used on Warm up or Exit Ticket

        - Must be used on a different subject per day
    - Student and Family Support Coordinator duties - Responsible for one task per day
        - Student and Family Support Coordinator to assign daily tasks
    - Mentor Carriage North students
    - Individual Incentive plan based on student interest
    - Access to a $5 gift card

- **PAUSE**
    - Students who have committed a Value Violation are on pause and need to complete the resolve and repair process before reentering the Value System

Crisis Protocol

If a student is presenting with behaviors/actions that impact the safety and well-being of them self and others, the New Directions Crisis Protocol will be enacted.

- Any staff member may deem that a student is "unsafe" and will notify the Student and Family Support Coordinator within five minutes of noting the "unsafe" status
- The Student and Family Support Coordinator will notify the clinician, Clinical Director, and Director of Education
- A clinician will be assigned to assess the student, if necessary
    - If both the clinician and Clinical Director are unavailable within 10 minutes from the onset of the "unsafe" status, OR
    - A licensed clinician is not on the New Directions campus to conduct an assessment, the Director of Education may designate another Administration Team member to contact emergency services for the purpose of evaluation
- The clinician in conjunction with the Clinical Director will assess the student and determine if the student is in an active crisis state and if an emergency services evaluation will be necessary.
    - If a crisis is **not** determined, the clinician will document their assessment on NDS Clinical Assessment document and this will be kept in the student file
    - If deemed appropriate and necessary, the parent/guardian will be notified and asked for permission for the emergency services evaluation
        - The clinician (or designee) will call for emergency services if the parent/guardian approves
        - Crisis services through CSO Crisis (413-586-5555) is called and information regarding the student is shared over the phone
            - Crisis will indicate if and when they are available to evaluate the student
            - Following emergency service evaluation, Crisis may indicate that an ambulance is required to transport the student to an ER (usually to Cooley Dickinson Emergency Department)
            - If a student is under the age of 18, and a parent will not be able to make it to the ER in time to meet the ambulance, a staff member will be identified to accompany the student
        - If the parent/guardian and emergency contacts are unreachable AND the clinician feels and emergency services support is required immediately, the Northampton Police Department or 911 (if there is significant risk of harm) will be contacted

- A staff member will be identified and remain with the student at the ER setting until a parent/guardian is able to get to the designated ER
- Calls to the parent/guardian and emergency contact numbers will be continually made to inform of the events and location to access their student

❖ If a student escalates from non-serious imminent physical harm to serious imminent harm to self or others, 911 protocol will be initiated

➢ Co-response (CSO Crisis) with the Northampton Police Department will be contacted and requested through the Non-emergency number 413-587-1100

- 911 immediately will be called if there is a significant risk of harm

❖ Following the event, staff will document the incident on a Critical Incident Document form which will list out the order of events, contacts, and outcome of the event

Student Runaway

New Directions School prioritizes the safety and wellbeing of all students. When a student runs away from school, immediate action is necessary to locate and safely return the student and address the underlying causes of the behavior through appropriate supports.

❖ If a student leaves school grounds without permission, staff must initiate an immediate search within the school and campus areas

➢ Staff must notify the Student and Family Support Coordinator within 2 minutes of the student's unauthorized departure

❖ The Student and Family Support Coordinator and/or other school Leadership member will join the search

➢ The Director of Education (or designee) will notify the student's parent/guardian within 15 minutes of confirming that the student has left the school campus

❖ Staff will make best efforts to have the student in continuous eyesight and follow the student

➢ If safe and appropriate, staff will engage in attempts to de-escalate the student and encourage them to return to campus

- A student refusing to return to school campus, but posing no immediate risk of danger should continue to be followed
  - Attempts will be made to resolve the situation through family involvement and other supports

❖ A student believed to be an immediate risk (suicidal ideation, risk of exploitation)

OR

❖ If the student remains out of sight or cannot be located within 15 minutes of leaving the school campus, Northampton Police Department will be contacted

❖ Following a runaway event, staff will document the incident on a Critical Incident Document form which will document the runaway event, search efforts, parent/guardian notification, and other actions taken

Emergency First Aid and Medical Treatment

Schools shall not require a student to receive medical treatment when a parent objects on the grounds of sincere religious belief, absent an emergency or epidemic of disease declared by the Department of Public Health. The school will provide a safe environment for students and staff. All staff working with students are required to obtain First Aid, CPR, and AED certification as provided by the school's certified instructors. Telephone numbers for emergency medical services and poison control centers will be posted near telephones and in every room on the Critical First Step chats. First Aid supplies including, but not limited to, bandages, disposable gloves, gauze, bandage tape, sport tape, hydrogen peroxide, or other cleaning solutions, will be stored in the health office. First Aid bags will be kept in each classroom for staff to utilize as needed and to take on field trips.

An AED is stored on the wall in the Scott Building located on the wall in Room 104A.

In the event of a medical problem a staff person will utilize the following procedures:

1. Contact the school nurse in the health office.
2. If life-threatening, the staff will dial 911 and begin emergency/first-aid treatment as indicated by EMS.
    a. The student's clinician, school nurse or designee will notify the parent/guardian of the need for medical attention off-site. If unable to reach the parent/guardian, the emergency contact will be notified. The Education Director and school nurse will determine whether or not a staff member will accompany students in the ambulance and designate which staff. The Education Director will also notify the Senior Director of Compliance and Operations and the Chief Executive Officer.
    b. Any staff escorting a student by ambulance will obtain that student's medical information folder from the student's educational file to present to the EMS responder team. In the event a parent/guardian cannot be reached in the case of an illness or emergency, staff will also obtain student's medical consent form, which is to be completed and signed by parent/guardian upon student's intake. (Refer to document titled "Student Information/Medical Authorization") This will accompany the student to the hospital. Copies of medical information form and medical consent form will be kept in both student's health record and educational file.
3. If an injury/illness occurs at a school that does not require EMS in the judgment of the school nurse, the following guidelines will be followed:

a) School is not the setting for children with acute illnesses or contagious diseases; therefore, students will be referred home when conditions are such that remaining would likely cause harm to themselves or others.

b) Staff in the school must be free to meet the needs of all members of a classroom; therefore, a child should only be in school when he/she can participate in his/her own education program.

c) The school nurse will be notified if a child presents with a medical problem in school, and the following criteria will determine whether or not a child will be referred home for treatment:
    a. Elevated temperature of greater than 100.1 degrees F., of unknown origin, unalleviated by prescribed treatment (follow up care with that student's primary care provider will be recommended).
    b. Vomiting/diarrhea that has been observed by staff and the student continues to feel ill.
    c. Evidence of a contagious disease. Such students may return to school after being cleared by their primary care provider.
    d. Any injury/illness causing the incapacitation of a student.
    e. In the event a parent/guardian or emergency contact cannot be reached to refer a student home in case of illness, other provisions will be made by the school nurse. The student will be allowed to rest away from class, will be given supportive care, and will be monitored by the school nurse. The case manager will be notified, and attempts will be made to notify

the parent/guardian of a student's illness. (See document titled “Report to Parent of Health Room Visit”)

4. The school has a written seizure protocol that all staff are trained in annually.

New Directions School’s Documentation, Reporting Procedures, Student and Parent Challenging Behavior Concerns

New Directions School staff incorporate data collection methods that best fit the student’s needs. Staff are to collect data throughout the school day, or as assigned, within a specified time frame. Any data collected is provided to the school leadership team to assist in documenting student progress. Data will be used to determine student progress, trends, triggers, etc.in order to modify Individual Student Distress Tolerance Plans or create Individual Student Safety Plans.

Staff also report any relevant behavioral observations during morning meetings that occur daily from 8:00 AM – 8:15 am or at the end of the school day prior to daily scheduled meetings at 3:15 PM. Staff can also inform a school leadership team member of any student presenting challenges or concerns. When this is reported the school leadership team will assist with debriefing and determining next steps.

If a student’s behavior imposes immediate threat to the safety of that student or to others, staff follow the Physical Restraint Protocol including all notification and reporting requirements listed.

If a student is deemed “in crisis”, staff follow the Crisis Protocol including all notification and reporting requirements.

Parents are communicated with regularly by the school leadership team through phone calls, emails, and/or home-school notes. Behavioral observations, concerns, and information is provided to the parents via the above outlets.

Each year students and parents are provided the Student Handbook which includes the Behavior Support Policy and Procedures. Parents and students are expected to sign an attached document indicating their receipt of the handbook. Parents can also ask for the Behavior Support Policy by communicating to their clinician at any time. The New Directions School’s procedure on receiving and investigating complaints regarding the policies and procedures for behavioral support: The New Direction School strongly encourages students and members of the educational team to bring forward any concerns to the immediate attention of a school leadership team member in order to resolve the matter as quickly as possible, including those specifically regarding behavioral support practices.

If any student or member of a student’s educational team believes that the behavioral support practices are not appropriate and/or they have a concern regarding such practices, they may file a concern or complaint with the Education Director at New Directions School. Concerns and complaints may be filed by calling New Directions School’s main office at 413-584-1310 and asking for the Education Director. A verbal concern or written complaint may be given, or an appointment can be made with the Education Director to discuss the concern or complaint. Written concerns or complaints may be addressed to the Education Director. Every received concern and/or complaint is taken very seriously and is investigated by the Education Director or designee expeditiously. The findings of any investigation will be communicated to the complainant in writing and/or verbally within 10 school days from the receiving of the complaint or concern. If the student or any member of the student’s educational team is not satisfied with the Director’s findings, they may contact:

Christine Murphy
Senior Director of Compliance and Operations
78 Pomeroy Terrace
Northampton, MA. 01060

If a student or member of the student's team is not satisfied with the New Directions School's internal response to a concern or complaint, they may contact the Commonwealth of Massachusetts' Department of Elementary and Secondary Education's Problem Resolution Specialist at the address below:

Problem Resolution Intake Specialist Program Quality Assurance Services Massachusetts
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Main Telephone: 781-338-3700
Fax: 781-338-3710
Email: DESECompliance@mass.gov

The Student Complaint and Problem Resolution Process listed above reflects the process for parents to resolve complaints as well as students.

New Directions School DOES NOT engage in the following measures:

- No student shall be subjected to abuse or neglect, cruel, unusual, severe or corporal punishment, including but not limited to the following:
    - Any type of physical hitting or pain inflicted in any manner upon the body
    - Requiring or forcing the student to take an uncomfortable position such as squatting or bending or requiring or forcing the student to repeat physical movements when used as punishment;
    - Punishments which subject the student to verbal abuse, ridicule, or humiliation
    - Denial or unreasonably delayed access to meals and/or snacks at school as a form of punishment

Staff Training on Policies and Procedures for Challenging Behavioral Support

All new hires complete a pre-service orientation with the leadership team of New Directions School. During this orientation the New Directions School's School Behavioral Support Policy is reviewed. The following is some of the information disseminated during orientation period regarding the policy:

- The objectives of the behavior support policy (as listed above).
- Physical restraint training is provided by Certified TCI instructors. Instructors provide 16 intensive hours that include:
    - The program's restraint policy;
    - Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
    - Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
    - Administering physical restraint in accordance with known medical or psychological limitations; and
    - Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.
- Staff must demonstrate competence in performing safe restraints before they are allowed to initiate or participate in restraint interventions.

The Clinical Supervisor/Director meets with new employees to review the psycho-educational model of behavior support practiced at the New Directions School which includes the modalities listed above which identifies methods that New Directions School staff use to teach students alternative responses and behaviors.

Ongoing training is conducted for all staff throughout each school year to refresh and learn ways to teach students alternative responses and behaviors when they experience anger, frustration, sadness, etc. These trainings include, but are not limited to, the following:

- De-escalation Strategies
- Co-regulation
- New Directions School's Value System
- Data Collection Methods
- Identifying Triggers and/or Precursor Behaviors
- Distress Tolerance Plans
- 3 R's (Regulate, Relate, Reason)
- Bottom-Up Brain Development

School Policies and Procedures

Bullying Policy

The New Directions School maintains a strict anti-bullying policy. Students will not be allowed to verbally, sexually, or physically harass classmates or staff. Likewise, staff will not be allowed to verbally, sexually, or physically harass students. The school will take whatever clinically appropriate actions are needed to protect the physical and emotional health and well-being of our students and staff.

Civil Rights / Non-Discrimination Statements

General Statement

It is the policy of New Directions School to provide a safe and secure learning environment for all students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. It shall be a violation of this policy for any pupil, teacher, administrator, or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies. Schools will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violation of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel found to have violated this policy. New Directions School is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected.

Food and Nutrition Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Discrimination Complaint Form , from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or

2. **fax:**
   (833) 256-1665 or (202) 690-7442; or
3. **email:**
   program.intake@usda.gov

Drug and Alcohol Policy

The New Directions School is committed to having a "Drug Free School." Recognizing that this goal can only be achieved if the administration has the authority it needs to carry out the Drug/Alcohol policy, the administration follows the principle of "reasonable suspicion" not "probable cause." Therefore, students smelling of alcohol or marijuana, or behaving in a manner that would indicate possession or ingestion of drugs or alcohol, on the New Directions School campus and at school events, are subject to this policy, and could be asked to submit to a field sobriety test, a search, and/or a breathalyzer test by the Northampton Police. Refusal to do so will necessitate the student's parents/guardians being called, and disciplinary action could follow.

1. Any possession, ingestion, or dispensing of drugs/alcohol must be reported to the Education Director or their designee. Any drugs/alcohol found on the school premises must be reported and turned over to the Education Director or designee.
2. In the case of apparent drug/alcohol violations, the parents/guardians of the offending student will be notified by the Education Director or designee by telephone/certified mail.
3. When a student is found to be in possession of illegal drugs, the Education Director shall notify the local police immediately. School authorities shall cooperate fully with the police officials.
4. The Education Director shall report all instances of drug/alcohol related offenses to the Chief Executive Officer or designee and Senior Director of Compliance and Operations before the next school day and maintain a log of these offenses noting: date, student name, grade, sex, brief description of the offense, action taken, and other comments. The school will report names of students only in cases where the drug/alcohol violation involves illegal activity, i.e., possession of illegal substances and/or intent to sell or distribute.
5. In addition, the Administration will comply with any appropriate Massachusetts General Laws as well as MGL C272, S40A, Alcoholic Beverages in Schools, which states in part: "Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purpose, in any public school building, or on any premises used for public school committee or other public board or officer, shall be punished by imprisonment for no more than thirty days or by a fine of not more than one hundred dollars, or both...."
6. Suspected drug abuse-related violations shall be reported to the School Nurse. The Nurse shall examine these students and advise the Education Director concerning their findings.
7. INFRACTIONS:
   a). Possession of drugs with intent to sell or distribute.
   b). Possession of drugs, drug-related equipment or alcohol.
   c). Ingestion of drugs or alcohol.
   8. Consequences:
      - Notification of parent
      - Disciplinary hearing with the Education Director
      - Restorative learning opportunity
      - Notification of law enforcement officials
      - Immediate suspension from school and possible expulsion/exclusion from school

Hate Crimes

New Directions School declares a zero-tolerance policy for all hate crimes in the form of any overt action motivated by bigotry and bias, including a threatened, attempted, or completed overt act motivated by racial, religious, ethnic, handicap, gender, or sexual orientation prejudice, or which otherwise deprives or seeks to interfere with or disrupt the exercise of a person's constitutional rights by threats, intimidation or coercion.

Internet Use Policy

Students are supervised at all times while using computers at New Directions School, including when students are accessing information on the internet. Although there are blocks and safety measures in place to prevent students from accessing inappropriate information on the World Wide Web, students are informed that they should only be accessing appropriate information when using the computer.

Meal Modification Policy

The Cutchins Program for Children and Families, New Directions School Food Services provides reasonable meal modifications for children whose disability restricts their diet.

A licensed medical authority must provide a medical statement describing: Meal Modification Form

- the disability
- the dietary needs/foods to be omitted
- recommended substitutions

Upon receipt, the Cutchins Programs for Children and Families Food Services will:

1. Review the medical statement and coordinate with the parent/guardian and school nurse.
2. Implement appropriate menu substitutions as documented.
3. Provide training to foodservice staff on preparing modified meals safely.
4. Maintain a file of medical statements and the modification plan.

For non-disability requests (e.g., parental requests for special diets), the Cutchins Programs for Children and Families, New Directions School Food Services will consider accommodations on a case-by-case basis and may request documentation from a medical authority.

Contact: Lisa Johnson
Food Services Manager
ljohnson@cutchins.org
413-387-4715

No Smoking Policy

New Directions School prohibits smoking and/or the use of tobacco, vaping or e-cigarettes on the school campus including parking lots, and during off-site trips involving New Directions School or its vehicles. This no smoking policy applies to students, employees, parents, and visitors.

Outside Food Policy

As a program New Directions School provides students breakfast, snack, and lunch daily. The program follows the Massachusetts Department of Elementary and Secondary Education School Breakfast, Lunch and Snack Food and Nutrition Guidelines ensuring various dietary requirements are met and food allergens avoided. To ensure the safety of our students the following practices have been established:

- Students should not bring in food or beverage items – unless approved by the school nurse or is part of an individualized student program/plan.
- Parents or guardians are not to bring food or beverages or drop off to students unless documented as a dietary restriction or medical condition.
- Food / beverage deliveries of any kind are not permitted on campus, both during school hours and after school hours. This includes pizza delivery, Door Dash or Uber Eats, etc.
- Homemade food items are allowed to be brought in by students, however they are not to be shared on campus. This includes both during school hours and after school hours.

Photograph/Videotaping Policy

Parents/guardians who come into school may only take photographs and/or videotaping of their own student. Without consent of the parent/legal guardian, no photographs and/or videotaping of any student will be taken.

Physical Restraint Policy

The New Directions School incorporates the following principle regarding physical restraints:

Physical restraints are performed only under the guidelines of the Department of Elementary and Secondary Education regulations regarding physical restraint in publicly funded school programs, 603 CMR 46.00. Therefore, students are only physically restrained by New Directions School staff when engaging in any acts that pose a threat of imminent, serious, physical harm to self and/or others. Physical restraint is used as a last resort to ensure the student's and/or the community's safety, using the least amount of force necessary for the least amount of time possible. Safety requirements regarding restraint includes the following:

- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- If a student is restrained for a period longer than 20-minutes, program staff shall obtain the approval of the Education Director. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- After the release of a student from a restraint, New Directions School will implement follow-up procedures. These procedures shall include reviewing the incident with the student (when appropriate) to address behavior that precipitated the restraint, reviewing the incident with the staff who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

1. ***New Directions School engages parents and students in the following way regarding the use of restraint:***

   The Student and Family Support Coordinator or Education Director inform the parent/guardian of the restraint with all relevant information within 24 hours of the restraint. Parents are encouraged to provide feedback regarding restraint as well as any concerns they may have regarding the restraint. Following the use of restraint, students engage in processing the event with staff (when applicable and appropriate). During this process, students and staff devise a plan to prevent the use of restraint that may include what strategies a student can use, what a staff can do to assist a student when they struggle, etc.

2. The New Directions School utilizes Therapeutic Crisis Intervention (TCI) methods when engaging in physical restraint:

All New Directions School staff, including teaching, maintenance, administrative, etc., is certified in verbal de-escalation and physical intervention techniques by (TCI) trainers on site upon hire. Refresher training is delivered a minimum of 6 hours every 6 months, includes de-escalation skills, and physical restraint skills. TCI certification renewal is determined by semi-annual physical restraint testing, and annual knowledge testing. TCI training can only be conducted by certified TCI trainers. New Directions School enrolls experienced staff to the TCI train the trainer conferences to obtain TCI training certification. TCI trainers are on the floor to assist floor staff in de-escalation techniques. Training and effort is given towards limiting the time of any physical restraint, as the goal of the restraint is to assist the student to regain physical control as soon as possible. The topics covered during this training include:

a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
e) Demonstration by participants of proficiency in administering physical restraint.

3. The New Directions School prohibits the following practices:

a) Mechanical restraint, medication restraint, and seclusion is prohibited at New Directions School.

I. A device that is recommended by either a concerned parent or a physical therapist used for purposes of posture/safety would not be considered a mechanical restraint subject to our restraint regulations. The regulations regarding mechanical restraints were meant to address the use of restraints for behavioral issues, not the use of a device for safety or due to the need for physical positioning that the student on their own is unable to achieve because of their disability.

b) Prone Restraint is prohibited at New Directions School

4. New Directions School engages in physical restraint ONLY when:

a) All other less intrusive and legal measures have been tried to de-escalate a student. The New Directions School tries some of the following, but not limited to, less intrusive measures:
    i. One-on-one discussion with staff
    ii. De-escalation efforts/interventions and additional individualized plans
    iii. Removal of the student or the other students from the classroom until physical control/and or safety of others is re-established.
    iv. Implementation of incentive plans to deter students from engaging in high-risk behaviors. vii. Redirecting the student's attention to a task.
    v. Taking students for a walk or to access the Sensory Room and/or OT room.
b) When these alternatives fail and the student still poses imminent threat to harm themselves or someone else, staff will engage in the use of physical restraint.

5. The New Directions School Physical Restraint reviews

The New Directions School reviews the use of physical restraints in the following ways:
Restraint Report Forms are filed in each student's record as well as within the Education Director's office where the reports are reviewed weekly by the Restraint Review Team. The Restraint Review Team reviews the following:

a) Review and discussion of the written reports submitted and any comments provided by the student and/or parent/guardian
b) Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved
c) Consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future
d) Agreement on a written plan of action by the program
e) When a student has three or more restraints occur in a single week, the Restraint Review Team requires the Student and Family Support Coordinator to conduct a debriefing meeting with all staff involved in the restraint where a Debriefing Form is completed
f) The Restraint Review Team meets with the Teachers and Teaching Assistants regularly to discuss the data collected during the weekly reviews.
g) The Education Director reviews the program's use of restraint monthly as part of the Administrative Review. This review shall consider patterns of use of restraints by similarities, the number and duration of physical restraints school-wide and for individual students, and the number and type of injuries (if

applicable) that occurred during the use of restraint. The Education Director then will make a determination if the program's restraint policy and behavioral management policy needs modification. The Education Director may also assess if there is a need for additional training for staff around restraint reduction/prevention strategies and/or take any other necessary or appropriate steps to reduce the use of or eliminate restraint.

6. The New Directions School staff undergo intensive training:

All newly hired New Directions School Staff received at least 16 hours of de-escalation and restraint training as part of their pre-service orientation. Annually all New Directions School staff receive intensive training (no less than 6 hours) in performing safe, physical/therapeutic restraints. Training/re-fresher occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training includes information on the following:

a) The program's restraint policy;
b) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
c) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
d) Administering physical restraint in accordance with known medical or psychological limitations and any other information applicable to an individual student; and
e) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

Staff must demonstrate competence in performing safe restraints before they are allowed to initiate or participate in restraint interventions.

7. The School utilizes Therapeutic Crisis Intervention (TCI) methods and has staff on-site that are CPI Trainers:

The New Directions School sends experienced staff to the TCI train the trainer conferences to have TCI advanced level trainers on the floor to assist floor staff in de-escalation techniques. Training and effort is given towards limiting the time of any physical restraint, as the goal of the restraint is to assist the student to regain physical control as soon as possible. The topics covered during this training include:

a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint
b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
e) Demonstration by participants of proficiency in administering physical restraint.

8. The New Directions School's Restraint Reporting Requirements

For any restraint that occurs to a student at New Directions School, the Clinician, Clinical Director or Education Director will inform parents within 24 hours of the incident. Staff who engaged in the restraint are required to fill out a Restraint Report Form within 24 hours of the restraint. When the form is completed, it is provided to the Clinical Director so that they can write when they spoke to the parent/guardian and any information/feedback the parent/guardian made regarding the incident. These forms are then submitted to the individuals within the program who then enter the information within the

DESE Security Portal. Copies are then made and mailed to parent/guardian as well as referring to the school district or LEA within 3 school working days of the incident

a) Restraint Report Forms include the following information: Name of student, date, start time, end time, reason if the restraint exceeded 20-minutes, names of staff and job title of staff involved in restraint, name of observer and job title that witnessed and watched the restraint in its entirety, where the restraint took place, what time of day in the schedule the restraint took place, what type of restraint was utilized, antecedent activity, what de-escalation strategies were used prior to restraint, what restraint method was used and why, what behaviors were demonstrated that required restraint, how was the student observed during the restraint, how did the student react to the restraint, and how did the restraint end, what was the consequence to the restraint, when was the parent notified - by whom- and what feedback did the parent provide, was there anyone injured during the restraint - if so they must write steps taken to inform DESE, if a restraint exceeded 20-minutes staff are to write which administrator approved the extension, which administrator or manager that was informed of the restraint, and Program Director's name and phone number is attached to all restraint forms if any parent/guardian, student, or district has concerns regarding the incident.

b) The New Directions School will do the following if a restraint-related injury occurs:

I. Staff will inform the Nurse, Student and Family Support Coordinator, and Education Director immediately.
II. The Nurse will then take whatever necessary medical steps are required.
III. The Nurse will then contact the student's parent/guardian immediately.
IV. The Education Director and/or designee will send a copy of the student's Restraint Report Form as well as complete the Student/Staff Restraint Injury Report located on the DESE website. All information will be submitted to DESE within 3-working days of the incident.
V. The Education Director and/or designee will also send a copy of all restraints that have occurred at New Directions School for all 30-days prior to the incident within 3-working days of the incident.
VI. Once all the above information is gathered (again within 3-working days of incident), it is then faxed to

Director, Office of Approved Special Education Schools
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway,
Everett, MA 02149
Main Telephone: 781-338-3700
Fax: 781-338-3710
Email: DESECompliance@mass.gov

9. The New Directions School does the following regarding complaints received about its restraint practices:

The New Directions School follows its Complaint Procedure in investigation of complaints regarding restraint practices: The Education Director, is responsible for investigating and resolving complaints made on behalf of students and/or parent/guardians as well as complaints regarding students' education and care. The Education Director's contact information is provided on each Restraint Report Form that is mailed to the parent/guardian as well as LEA. Parents can also file a complaint with their student's Clinician, who will then inform the Education Director. Every received concern and/or complaint is taken very seriously and is investigated by the Education Director or designee expeditiously. The findings of any investigation will be communicated to the complainant in writing and/or verbally within 10 school days from the receiving of the complaint or concern.

If the student or any member of the student's educational team is not satisfied with the Education Director's findings, they may contact:

Christine Murphy
Senior Director of Compliance and Operations
78 Pomeroy Terrace
Northampton, MA. 01060

10. ***Maintenance of Restraint Records***
    All restraint records are maintained within the Education Director Office, and filed in individual student files. Parent/Guardian, LEA's, and/or the Department can access the above files upon request.

Search Policy

Students do not need to bring backpacks with them to school. Any backpack or bag brought to school will be searched upon the student's entry into the building. Students' lockers are assigned to them for the period of the academic year. A locker is not the private property of the student assigned its use. Lockers are the property of New Directions Schools and are provided only for uses consistent with legitimate school or social purposes. Storage of contraband (e.g. weapons, narcotics, alcohol, or stolen property) in school lockers is not permissible, and lockers are subject to periodic inspections to ensure compliance with these policies. Likewise, since possession of contraband is illegal and inconsistent with school policy, students, their belongings, and/or vehicles on school property (or extensions of school campus) may also be searched if they are suspected of having such contraband.

Sexual Harassment and Other Harassment Policy and Complaint Procedure

Consistent with our vision that all employees commit to achieving excellence, it is New Directions School's policy to also provide its students and employees with a pleasant environment that encourages efficient, productive role- modeling and creative work habits. Consequently, we do not tolerate verbal or physical conduct by any student or employee, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment. Harassment that is particularly directed to another student's or employee's race, color, religion, national origin, ancestry, sex, age, handicap (disability), participation in discrimination complaint-related activities, sexual orientation, genetics, or active military or veteran status is of particular concern as it is unlawful in the Commonwealth of Massachusetts. An employee offender is subject to disciplinary action up to and including termination of employment. A student offender is subject to disciplinary action up to and including expulsion / termination from New Directions School.

Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is that "sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad, and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

1. Unwelcome sexual advances - whether they involve physical touching or not;
2. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;
3. Displaying sexually suggestive objects, pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
5. Inquiries into one's sexual experiences; and,
6. Discussion of one's sexual activities.

Retaliation

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

Complaints of Harassment

Employees having workplace concerns should report them, orally or in writing, to a New Directions School Leader or Human Resources. All statements, written or verbal, will be treated as a complaint. Filing a complaint with the agency may be done in writing or orally by contacting Human Resources or any of the managers listed below:

Lorna Merrill, Vice President of Human Resources
Christine Murphy, Senior Director of Compliance and Operations
Tina Champagne, Chief Executive Officer

Student having concerns should report them, orally or in writing, to a New Directions School Administrator or clinician. All statements, written or verbal, will be treated as a complaint.

Harassment Investigation

When a complaint is received, the allegations will be promptly investigated in a fair and expeditious manner, with the investigation proceeding and ending in a reasonable amount of time under Commonwealth regulation and statute. The investigation is conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, New Directions School will take such action as is appropriate under the circumstances and impose disciplinary action, up to and including termination of employment. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action as we deem appropriate under the circumstances. Further, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment

complaint is similarly unlawful and will not be tolerated. Resulting consequences may result in a job action up to and including termination.

Please note that while this policy sets forth our goals of promoting a workplace that is free of harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment. In addition to the above, if you believe you have been subjected to any form of harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the New Direction School complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC- 300 days; MCAD- 6 months).

The United States Equal Employment Opportunity Commission ("EEOC")
1 Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

The Massachusetts Commission Against Discrimination ("MCAD")

Boston Office
One Ashburton Place Room 601
Boston, MA 02108
(617) 994-6000

Springfield Office
424 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

Registering Student Grievances

The Senior Director of Compliance and Operations and the Education Director are jointly responsible for investigating and resolving discrimination grievances by or made on behalf of students. Student Grievance Procedure It is the policy of the New Directions School to maintain a school environment free of discrimination and harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Discrimination and harassment, including sexual harassment, by administrators, certified and support personnel, students, vendors, and other individuals at school or school-sponsored events based on these legally protected characteristics are unlawful and will not be tolerated. The New Direction School requires all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students, and all members of the school community. Discrimination or harassment includes unwelcome remarks, gestures, or physical conduct directed towards an individual or a group based on race, color, religion, national origin, age, gender, sexual orientation, or disability. The display or circulation of written materials or pictures derogatory to individuals or groups because of, or due to, any of the characteristics described above is prohibited. While the New Directions School prohibits all types of discrimination and harassment, sexual harassment requires particular attention. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
- The individual’s response to such conduct is used as a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student.
- Such conduct interferes with an individual’s job duties, education, or participation in extracurricular activities.
- The conduct creates an intimidating, hostile, or offensive work or school environment.

Reporting Procedures

If you believe that you have been the subject of discrimination or harassment, including sexual harassment, you should contact the Education Director. You may resolve the issue informally through

mediation and/or consultation at the classroom or program level, if appropriate, or through filing a formal complaint. Complainants may end the informal mediation process at any time and may file a formal complaint. If you witness or learn about discriminatory practices or harassment of another individual, you should contact the Senior Director of Compliance and Operations or Education Director. Employees are required to report this information when a student is the alleged victim.

Filing a Formal Grievance

When filing a formal grievance, you will be asked to put the complaint in writing, or the complaint manager may opt to reduce the complaint to writing in order to proceed with the investigation. It shall include the following: the name of the complaining party; the name of the alleged offender; the date of the alleged offense; the location of the alleged offense; a description in as much detail as possible of the incident(s), including any statements made by either party, or a list of all known witnesses. All incidents of alleged discrimination or harassment that are brought to the attention of any school personnel should be reported to the Senior Director of Compliance and Operations or the Education Director, in order to maintain a central register of such complaints and the disposition thereof. If an employee or student does not wish to discuss the issue with one of the people listed above, or if that administrator does not resolve the issue, they should contact one of the following: Tina Champagne Chief Executive Officer, 78 Pomeroy Terrace, Northampton, MA 01060

Investigation

Complaints filed pursuant to this policy shall be promptly and thoroughly investigated with findings within 10 school days of the complaint being filed. The investigation may include discussion with all involved parties, identification and questioning of witnesses, and other appropriate action. The investigation will be conducted so as to maintain confidentiality to the extent practicable under the circumstances. In determining whether the alleged conduct constitutes discrimination or harassment, consideration shall be given to the totality of the circumstances, including the context in which the alleged incident occurred. It is unlawful to retaliate against any person who reports or files a complaint of discrimination or harassment, or who cooperates in an investigation or such a complaint. The New Directions School will take disciplinary action against any employee or student who engages in retaliation.

Written Report

Upon completion of the investigation, the Senior Director of Compliance and Operations shall prepare a report including the following:

- Date of the alleged incident(s);
- Names of the complainant and alleged offender(s);
- Summary of the factual allegations of the alleged discrimination or harassment;
- Names of all potential witnesses;
- Summary of the steps taken to complete the investigation;
- Summary of the witness statements;
- listing of any physical evidence available;
- Factual summary of all the evidence that either supports or refutes the allegations or discrimination or harassment.

If the Senior Director of Compliance and Operations or his/her designee determines that discrimination or harassment has occurred, the school will take action to eliminate the activity and, where appropriate, will impose disciplinary action. All students who violate this policy are subject to disciplinary action, including review of classroom placement and involvement of outside law enforcement agencies. All employees who violate this policy are subject to disciplinary action up to and including dismissal. If the Senior Director of Compliance and Operations or his/her designee determines that the complainant knowingly filed false accusations, then he/she may be subject to disciplinary action. Any individual who is dissatisfied with the results or progress of an investigation

may discuss his/her dissatisfaction directly with the Chief Executive Officer. Tina Champagne, Chief Executive Officer, 78 Pomeroy Terrace, Northampton, MA.

The New Directions School system urges all of its students and employees to bring any concerns or complaints of discrimination or harassment to the Education Director or Senior Director of Compliance and Operations attention in order to resolve the issue.

The state agency responsible for enforcing the laws prohibiting discrimination or harassment is the:
Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place
Boston, MA 02108-1518

The agency responsible for enforcing federal laws prohibiting discrimination and harassment is the:
Equal Employment Opportunity Commission (EEOC)
One Congress Street
Boston, MA 02114-2010

Anti-Hazing and Bullying Prevention Policies with Intervention Plan Overview

The New Directions School will not tolerate any unlawful or disruptive behavior, including any form of hazing, bullying, cyberbullying, or retaliation in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of hazing, bullying, cyberbullying, and retaliation and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community; including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The New Directions School provides protection for all students regardless of legal status.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying, hazing, and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, hazing, cyberbullying, and retaliation. The Chief Executive Officer, Tina Champagne or designee is responsible for implementing and overseeing the Plan.

The New Directions School, per the Department of Elementary and Secondary Education update amends our policy to reflect Chapter 86 of the Acts of 2014 https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86 which amended G.L. c. 71, §37O, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §37O, as amended, requires school districts, charter schools, approved private day or residential schools, and collaborative schools to "recognize" in their bullying prevention and intervention plans that certain enumerated categories of students may be more 2 vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. Such districts and schools must also include in the plan the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment. Under the new law, school districts, charter schools, approved private day or residential schools, and collaborative schools must notify parents and guardians of targets of bullying of the availability of the Department's problem resolution system and assist these parents and guardians in understanding the problem resolution process. Chapter 86 also addresses the data reporting and collection obligations of school districts, charter schools, approved private day or residential schools, and collaborative schools, requiring them to collect and report the following data to the Department:

1) the number of reported allegations of bullying or retaliation;
2) the number and nature of substantiated incidents of bullying and retaliation;
3) the number of students disciplined for engaging in bullying or retaliation, and

4) other information required by the Department. (The Department is required to analyze the data and to issue a report 3 annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.)

Additionally, Chapter 86 requires school districts, charter schools, approved private day or residential schools, and collaborative schools, to administer a Department-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools.” 4 (The Department will use survey results to, among other things, assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement, and will make its findings available to school officials.) The law also authorizes school districts, charter schools, approved private day or residential schools, and collaborative schools to adopt an anti-bullying seal to represent its commitment to bullying prevention and intervention.

The New Directions School strictly prohibits hazing, regardless of where or when it occurs. Any student who is involved in hazing will be subject to disciplinary action up to and including dismissal. Hazing also is a crime under Massachusetts law.

The New Direction School adopts policies that meet the Massachusetts anti-hazing statute, which is reproduced below, broadly defines hazing to include “any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.” Examples of conduct that can constitute hazing include:

- Whipping or beating
- Forced calisthenics or other physical activity
- Exposure to the weather
- Forced consumption of any food, beverage, drug or other substance
- Extended isolation
- Extended deprivation of sleep or rest

The consent of a participant in hazing is no defense to criminal prosecution or disciplinary action by the School.

Any employee of the School who knows or has reason to suspect that hazing has occurred must immediately report it to the Education Director and/or their immediate supervisor. In addition, under Massachusetts law, a person who is at the scene of hazing and knows that hazing has occurred is required to report to an appropriate law enforcement official as soon as practicable; the failure to make such a report is a crime punishable by a fine of not more than one thousand dollars. The School will include this Anti-Hazing Policy in its Student Handbook or otherwise distribute the Policy annually to every student who is enrolled at the School. In addition, as required by Massachusetts law, the School will require every student to acknowledge in writing that student has received and will abide by this Policy and the Massachusetts Anti-Hazing Law

Commonwealth of Massachusetts: Anti-Hazing Law
Chapter 269, Section 17
Hazing; organizing or participating; hazing defined Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended

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

Chapter 269, Section 18:
Failure to report hazing Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, Section 19: ***Copy of Sections 17 to 19; issuance to student groups, teams and organizations; report***
Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

I. Assessing needs and resources

New Directions School fully recognizes that certain students may be more vulnerable to becoming a target of bullying, cyberbullying, hazing and retaliation or harassment based on actual or perceived differentiating characteristics or by association with a person who has or is perceived to have one or more characteristics. Further, the New Directions School, at least once every four years, will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department. This plan shall be updated at least biennially by The New Directions School with consultation from teachers, school staff, local law enforcement agencies, community agencies, professional support personnel, students, parents and guardians with a notice and a public comment period for families that attend the New Directions School.

II. **Training and Professional Development**

- Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties 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 or district. 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.
- Ongoing professional development. The goal of professional development is to establish a common understanding of the tools necessary for all 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 professional development will be informed by research findings. including information on vulnerable or at-risk students and will include information on:
    i. developmentally (or age-) appropriate strategies to prevent hazing and bullying;
    ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop hazing and bullying incidents;
    iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying and hazing;
    iv. research findings on hazing and bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
    v. information on the incidence and nature of cyberbullying
    vi. internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to hazing and 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 school for professional development include:

- 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 New Direction School will provide all staff with an annual written notice Plan by publishing information about it, including sections related to staff duties, in the New Directions School Student and Family Handbook and Code of Conduct.

III. Access to Resources and Services

- Identifying resources.
  The New Direction School provides counseling and other services for targets, aggressors and their families via its Clinical team. As well, all staff is trained in Trauma Crisis Intervention De-escalation techniques and Collaborative Problem Solving that encourage introspective dialogue about affect.
- Clinical and other services.
  New Directions School will reach out to outside service providers that can provide additional support for students, family members, and staff as the need arises.

- 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.
- Referral to outside services.
- Each New Directions School student has a Clinician who identifies outside supports as needs arise in conjunction with the Team recommendations. The student and their parents can also request the referral information directly of the Clinician via phone, email or written request. Referral to outside services include but not limited to DESE's problem resolution system and process for seeking assistance or filing a claim.

IV. Academic and Non-Academic Activities

- Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research that, 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 hazing, bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of hazing, bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Hazing, Bullying Prevention, and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

- 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:

- 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
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Policies and Procedures for Reporting and Responding to bullying and Retaliation

- Reporting bullying, hazing, cyberbullying 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 Education Director or designee any instance of bullying, hazing, cyberbullying 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 school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address and/or an email address. Reports can be filed anonymously via written form or statement, mailing a statement to the Education Director, voice mail or text message.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available the school nurse's office, and other locations determined by the Education Director or designee; and 3) post it 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 school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying, cyberbullying, hazing and retaliation. Parents will be encouraged to reinforce at home, the bullying dynamics plus online safety and cyberbullying. A description of the reporting procedures and resources, including the name and contact information of the Education Director or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff A staff member will report immediately to the Education Director or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Education 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.
2. Reporting by Students, Parents or Guardians, and Others The school or district expects students, parents or guardians and all others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Education Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on 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 Education Director or designee.

- Responding to a report of bullying retaliation - Allegation of Bullying by a student.
    1. <u>Safety</u>
       Before fully investigating the allegations of bullying or retaliation, the Education 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 Education

Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The Education 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.

2. Obligations to Notify Others
    a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Education 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 Education Director 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, nonpublic school, approved private special education day or residential school, or collaborative school, the Education Director or designee first informed of the incident will promptly notify by telephone the Education Director or designee of the other school(s) of the incident so that each school may take appropriate action. Notification requirements include actions to prevent future incidents. 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 Education M Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Education Director will immediately 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. In addition, 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 Education Director 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 Education Director will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Education Director or designee deems appropriate.

3. Investigation

The Education Director or designee will promptly investigate 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 Education Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Education 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. The Education Director or designee, other staff members as determined by the Education Director or designee and in consultation with the school clinician, as appropriate may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Education Director or designee will maintain confidentiality during the investigative process. The Education Director or

designee will maintain a written record of the investigation. The Education Director will provide protections for reporters, witnesses or interviewees regarding bullying, cyber bullying, hazing or retaliation such as re-assigning seats in school and transportation, have separate meetings to interview individuals, removing persons directly from the immediate school area. Procedures for investigating reports of bullying and retaliation will be consistent with school policy for internal investigations. If necessary, the Education Director or designee will consult with legal counsel about the investigation.

a. Determinations

The Education Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, hazing, bullying or retaliation is substantiated, the Education 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 Education Director or designee:

1) determine what remedial action is required, if any, and
2) determine what responsive actions and/or disciplinary action is necessary involving a range of possible disciplinary options. All reasonably calculated steps will balance discipline with teaching appropriate behavior.

Depending upon the circumstances, the Education Director or designee may choose to consult with the students' teacher(s) and/or school clinician, 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 Education 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 must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Education 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.

b. Responses to Bullying

1) Teaching Appropriate Behavior Through Skills-building

Upon the Education Director or designee determining that hazing, cyberbullying, 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). The response will include assessing the target's needs guided by the procedures for restoring target's safety. Skill building approaches that the Education Director or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's 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 Education Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on facts found by the Education 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. No disciplinary action will be taken solely because of an anonymous report. Discipline will be consistent with the Plan and with the school's code of conduct.

3) 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 Education Director or designee determines that a student knowingly makes false allegations of bullying or retaliation, that student may be subject to disciplinary action for these allegations and consequences.

4) Promoting Safety for the Target and Others

The Education 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. One strategy that the Education Director or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

a. Responding to Report of Bullying by School Staff

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Education 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 Education Director or designee will work with appropriate school staff to implement them immediately.

5) Collaboration with Families

a. Parent education and resources

The New Directions School Bullying Prevention and Intervention Plan/Policy is distributed to all parents upon their child's admission to the program. The New Directions School will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school and will encourage parents to use similar language to reinforce and practice skills at home.

b. Notification Requirements Each year the New Directions School will provide parents or guardians with a copy of the Bullying Prevention and Intervention Plan/Policy of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety.

VI. Prohibition Against Bullying and Retaliation

A. Acts of hazing and bullying, which include cyberbullying, are prohibited:

(i) 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 school or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) 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 or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying or hazing, provides information during an investigation of bullying or hazing or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O or c. 269 §§ 17 - 19, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VII. Problem Resolution System

Resolution System and the process for seeking assistance or filling a claim through the Problem Resolution System. This information will be made available in both hard copy and electronic format. Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the New Directions School's Front Office.

VIII. Definitions

Aggressor is a student or a member of a staff member who engages in bullying, cyberbullying, or retaliation towards a student.

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

1. Causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the target; iv. infringes on the rights of the target at school; or v. materially and substantially disrupts the education process or the orderly operation of a School.

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

Hostile environment as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

VII. Relationship to other Laws

Consistent with state and federal laws and the policies of the school or district, 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 because of race, color, sex, religion, national origin or sexual orientation. Nothing in the 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 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 Plan covers the behavior.

Student Complaint and Problem Resolution Process

All New Directions School staff strive to provide a safe, rich learning environment for all students and their families as directed by the student's Individualized Education Program. The New Directions School encourages students and members of the educational team to bring forward any concerns to the immediate attention of their Clinician in order to resolve the matter as quickly as possible. If any student or member of a student's educational team believes that the Individualized Education Program is not being followed, they may file a concern or complaint with the Education Director of the New Direction School. Concerns and/or complaints may be filed by calling the New Directions School's main office at 413-584-1310 and asking for the Education Director. A verbal concern or written complaint may be given, or an appointment can be made with the Director to discuss the concern or complaint. Written concerns or complaints may be addressed to the Education Director, New Directions School, 78 Pomeroy Terrace, Northampton, MA 01060. Every received concern and/or complaint is taken very seriously and is investigated by the Executive Director or designee expeditiously with a written response to the complainant within 10 school days of the complaint and/or concern. If a student who is their own guardian or member of the student's team is not satisfied with the New Directions School's response to a concern or complaint, they may contact Tina Champagne, Chief Executive Officer at 78 Pomeroy Terrace, Northampton, MA 01060, 413-584-1310. Additionally, the programmatic school district can be contacted to resolve a complaint or concern held by the student or an educational team member. If the Education Director and Chief Executive Officer cannot resolve the issue, a student or member of the student's team can contact the Commonwealth of Massachusetts' Department of Education Problem Resolution Specialist at the address below:

Problem Resolution Intake Specialist Program Quality Assurance Services
Massachusetts Department of Education
135 Santilli Highway,
Everett, MA 02149
Telephone: (781) 338-3700 TTY: N.E.T. Relay: 1-800-439-2370 FAX: (781) 338-3710
E-mail: compliance@doe.mass.edu

The Asbestos Hazard Emergency Response Act (AHERA) Management Plan:

The AHERA management plan for New Directions School is available for review in the administrative office during normal school hours. Please contact Jeff Johnson, Maintenance Manager, at 413-584-1310 or jjohnson@cutchins.org with any questions.

Student Code of Conduct and Student Discipline

Due Process

Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in their classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the New Directions School to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students.

The Code of Conduct of the New Directions School is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is

intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administration will exercise discretion in determining disciplinary consequences. The administration may utilize their discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change their inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Suspensions

The New Directions School adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 71, Sections 37H, 37 H1/2 and 37 H ¾, and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the Education Director and/or their designee.

***Notice of In-School Suspension*:**

The Education Director or their designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Education Director or their designee determines that the student committed the disciplinary offense, the Education Director or their designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the Education Director or their designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the Education Director or their designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

***Parent Meeting*:**

The Education Director or their designee shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Education Director or their designee is unable to reach the parent after making

and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

***No Right to Appeal*:**

The decision of the Education Director or their designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

***Due Process Procedures for Out-of-School Suspensions*:**

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The Education Director or their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the Education Director or their designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

***Notice for Any Out-of-School Suspension*:**

Prior to suspending a student, the Education Director or their designee will provide the student and the Parents/Guardians oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s)/Guardian(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

(a) the disciplinary offense;

(b) the basis for the charge;

(c) the potential consequences, including the potential length of the student's suspension;

(d) the opportunity for the student to have a hearing with the Education Director or their designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the Education Director:

1. the rights set forth in 603 CMR 53.08(3)(b); and
2. the right to appeal the Education Director's decision to the Chief Executive Officer or designee.

The Education Director or their designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the Education Director or their designee will document reasonable efforts to include the parent. The Education Director or their designee is presumed to have made reasonable efforts if the Education Director or their designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Education Director and parent.

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the Education Director or their designee to provide prior oral and written notice before removing a student from school. The Education Director or their designee may remove a student from school temporarily when a student is charged with a disciplinary offense

and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Education Director's (or their designee's) judgment, there is no alternative available to alleviate the danger or disruption. The Education Director or their designee will immediately notify the Chief Executive Officer or designee in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Education Director shall:

a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
c) Provide the student an opportunity for a hearing with the Education Director or their designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Education Director, student, and parent.
d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

The Education Director will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Short-Term Suspension Procedures – Less than 3 days

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for three (3) consecutive school days or less. The Education Director, or their designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Education Director or their designee with the following process:

Education Director Hearing - Short-term Suspension:

A. The purpose of the hearing with the Education Director or their designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Education Director or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the Education Director or their designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The Education Director or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Education Director should consider in determining consequences for the student.
B. Based on the available information, including mitigating circumstances, the Education Director or their designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
C. The Education Director or their designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make

academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

D. If the student is in a public preschool program or in grades K through 3, the Education Director shall send a copy of the written determination to the Chief Executive Officer or designee and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

***No Right to Appeal*:**

The decision of the Education Director or their designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long-Term Suspension Procedures – 3 consecutive days, or 5 non-consecutive days

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (3) consecutive school days, or five (5) non-consecutive school days cumulatively for multiple disciplinary offenses in any school year. The Education Director or their designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General Laws Chapter 71, § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Education Director or their designee with the following process

Education Director Hearing - Long-term Suspension:

(a) The purpose of the hearing with the Education Director or their designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Education Director or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Education Director should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The Education Director or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Education Director should consider in determining consequences for the student.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the Education Director may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the Education Director, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Education Director shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The Education Director or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Education Director should consider in determining consequences for the student.

(d) Based on the evidence, the Education Director or their designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Education Director or their designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Education Director and the parent. If the Education Director or their designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Education Director;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the Education Director's decision to the Chief Executive Officer or designee or designee, but only if the Education Director has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

   a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Chief Executive Officer or designee within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Chief Executive Officer or designee an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Chief Executive Officer or designee decides to reverse the Education Director’s determination on appeal.

   (d) If the student is in a public preschool program or in grades K through 3, the Education Director shall send a copy of the written determination to the Chief Executive Officer or designee and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Chief Executive Officer or designee's Appeal Hearing:

(1) A student who is placed on long-term suspension following a hearing with the Education Director shall have the right to appeal the Education Director's decision to the Chief Executive Officer or designee.

(2) The student or parent shall file a notice of appeal with the Chief Executive Officer or designee within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Chief Executive Officer or designee an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the Chief Executive Officer or designee may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The Chief Executive Officer or designee shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Chief Executive Officer or designee shall grant the extension.

(4) The Chief Executive Officer or designee shall make a good faith effort to include the parent in the hearing. The Chief Executive Officer or designee shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent and Chief Executive Officer or designee to participate. The Chief Executive Officer or designee shall send written notice to the parent of the date, time, and location of the hearing.

(5) The Chief Executive Officer or designee shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Chief Executive Officer or designee shall arrange for an audio recording of the hearing, a copy of

which shall be provided to the student or parent upon request. The Chief Executive Officer or designee shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the Education Director's hearing for long-term suspension.

(7) The Chief Executive Officer or designee shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the Chief Executive Officer or designee determines that the student committed the disciplinary offense, the Chief Executive Officer or designee may impose the same or a lesser consequence than the Education Director, but shall not impose a suspension greater than that imposed by the Education Director's decision.

(8) The decision of the Chief Executive Officer or designee shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Education Director or their designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents/guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Long-Term Suspension / Expulsion Procedures for Special Circumstances

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. any student who is found on school premises or at school-sponsored or school-related events, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the Education Director or their designee.
2. Any student who assaults an administrator, teacher, teaching assistant, or other educational staff on school premises or at school-sponsored or school-related events, may be subject to long-term suspension or expulsion from the school by the Education Director or their designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.

b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.

Following the hearing, the Education Director or their designee may, in their discretion, decide to suspend rather than expel the student.

The student may appeal the expulsion or long-term suspension to the Chief Executive Officer or designee provided the appeal is requested in writing, within ten (10) calendar days following the long/term suspension or expulsion.

e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.

f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of M.G.L. c. 71, s.37H.

g. The Chief Executive Officer or designee's decision is final.

h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Procedures for Students with Felony Complaint or Conviction

In accordance with Massachusetts General Laws Chapter 71, §37 H ½, Education Directors have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the Education Director has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
c. The student may appeal the suspension to the Chief Executive Officer or designee, provided the appeal is requested in writing within five (5) calendar days following the suspension.
d. The Chief Executive Officer or designee must hold the appeal hearing within three (3) calendar days of the request.
e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on their behalf.
f. The Chief Executive Officer or designee must render a decision within five (5) calendar days.
g. The Chief Executive Officer or designee's decision is final.
h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of their removal.
i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
b. The student shall be given an opportunity to respond to the charges.
c. The student may appeal the expulsion or long-term suspension to the Chief Executive Officer or designee provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
d. The Chief Executive Officer or designee must hold the appeal hearing within three (3) calendar days of the request.
e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
f. The Chief Executive Officer or designee must render a decision within five (5) calendar days.
g. The Chief Executive Officer or designee's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Education Director shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress

toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

The Education Director shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Procedures for Disciplining Students with Disabilities

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan.

Suspension of Students with Disabilities

- Procedures for suspension(s) not exceeding 10 school days:
- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the Education Director will coordinate with the sending District and may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days.

Manifestation Determination

If your child is suspended for more than 10 school days in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.

Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.

Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination".

Parents/Guardians have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the Team will consider:

- Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
- Was the conduct a *direct result* of the school's failure to implement the IEP?

If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans.

If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special Circumstances for Exclusion

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the Education Director may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent/Guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Until issues are resolved, the student remains in his or her current placement.

Parent and Student Sign-Off Sheets

Student and Family Handbook Acknowledgement of Receipt

2026-2027 School Year

I, _____ (Parent/Guardian Name), being the parent/legal guardian of _____ (Student Name), have received a copy of the 2026-2027 New Directions School Student and Family Handbook and School Calendar.

_____ _____

(Printed Name) (Signature)

_____ _____

(Relationship to Student) (Date)

This document will be filed in the student's record

Hazing and Bullying Prevention Policies with Intervention Plan

Acknowledgment of Receipt (Parent/Guardian)

2026-2027 School Year

I have received a copy of the Commonwealth of Massachusetts Anti-Hazing Law (Massachusetts General Laws Chapter 269, Sections 17-19 and 603 CMR 33.00) and a Summary for Parents and Guardians and Student Handbook of Bullying Prevention and Intervention. I understand that New Directions School strictly enforces anti-hazing and anti-bullying laws as set forth by the Commonwealth of Massachusetts.

_____ _____

(Printed Name) (Signature)

_____ _____

(Relationship to Student) (Date)

This document will be filed in the student's record

Hazing and Bullying Prevention Policies with Intervention Plan

Acknowledgment of Receipt (Student)

2026-2027 School Year

I have received a copy of the Commonwealth of Massachusetts Anti-Hazing Law (Massachusetts General Laws Chapter 269, Sections 17-19 and 603 CMR 33.00) and a Summary for Parents and Guardians and Student Handbook of Bullying Prevention and Intervention. I understand that New Directions School strictly enforces anti-hazing and anti-bullying laws as set forth by the Commonwealth of Massachusetts.

_____ _____

(Printed Name) (Signature)

_____

(Date)

This document will be filed in the student's record