

TEC Phoenix Academy

Student Handbook

2016-2017



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This student handbook is reviewed annually every spring for the upcoming school year.

TEC Phoenix Academy
"Collaboration-Let's Create a Better World!"

319 Common Street, Walpole, MA 02081

Phone: 781-352-5730

www.tec-coop.org/special-education/tec-phoenix-academy

Dear Parent/Guardian:

The TEC Phoenix Academy handbook is designed to provide students, parents, and guardians the opportunity to clearly understand the rules and regulations, policies, procedures, opportunities, and expectations by which all programs function at our school. As noted, TEC Phoenix Academy is **OUR** school. It belongs to the students, teachers, parents, administrators, aides, community members, and anyone else who is proud to be known as a Collaborator. With that comes a responsibility to work together to make sure there is a positive, safe, orderly and enthusiastic school setting and atmosphere.

Our mission here at TEC Phoenix Academy is to ensure that every student is to be college and career ready for the 21st Century learning and work environments. As a result, we have high expectations for students and ourselves as a faculty working to support your sons and daughters. Students will be held to high standards of behavior that will be centered on respect for oneself and others. We will review with all of our students that the policies in this handbook are guidelines but the individual has the ultimate say in the message they send about whom they are and what they wish to accomplish.

As parents and guardians, we urge you to not only review this handbook with your sons and daughters but please discuss the contents with them as there is a great deal of information that is not only focused on the rules but more importantly on the great opportunities that are provided to our students. At TPA, your sons and daughters have an opportunity to participate in comprehensive programming and therapeutic programming.

If you have any questions please do not hesitate to contact us at your convenience. I look forward to working with you in the future.

Sincerely,



Sheila Thomas
TEC Phoenix Academy Principal

TEC Phoenix Academy Contact Information

319 Common Street, Walpole, MA 02081

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TEC Phoenix Academy Staff

Sheila Thomas	Director/Principal
Andrew Bevilacqua	Culinary Teacher
Steven Geddis	Special Education Teacher
Elizabeth Harris	English Teacher
Kerry Kubera, RN	Nurse Leader
Susan LeMay	Adjustment Counselor
Samarie Mojica	Administrative Assistant
Karen Morgan	Student Success Specialist
Julie Oakman	History Teacher
Ziad Obeid	Math Teacher
Marie Plunkett	STEM/Science Teacher
Amy Sulkala	Adjustment Counselor
Sharon Wardner	Speech/Reading Specialist

TEC Administration

Elizabeth McGonagle	Executive Director
Susan Donelan	Director of Student Services
Dan Shovak	Director of Finance & Operations
Moira Rodgers	Director of Innovative Learning
Rose Bragdon	Director of Human Resources & Community Outreach

TEC'S MISSION AND GUIDING BELIEFS

The Education Cooperative (TEC) actively develops and coordinates educational and organizational programs to meet the needs of member communities and their students.

We believe...

- inter-district collaboration strengthens all participants and offers the opportunity to do more than one district can do individually;
- each student learns differently and should be provided with learning experiences designed to optimize individual potential to meet their personal goals;
- student centered decisions guide our planning and practices;
- high expectations are integral to student achievement;
- it is our responsibility to prepare our students to be contributing members of a global society;
- education is the shared responsibility among the student, the family, the school and the communities;
- all students want to learn and be successful life-long learners in a global society;
- hard work, effort and responsibility are fundamental to academic success;
- data-driven student centered decisions guide planning and practice;
- a school culture, which embraces diversity, change, risk-taking and shared decision making is the catalyst for change;
- it is important to recognize and respond to our TEC communities changing needs, and
- TEC's responsibility is to provide the environment for positive academic, physical, social, emotional and aesthetic growth of our students.

TEC PHOENIX ACADEMY MISSION

TEC Phoenix Academy prepares students for post-secondary education and training in an atmosphere of high expectations, strong support, and personal responsibility.

Academic Expectations:

TEC Phoenix Academy students will effectively:

- Read to comprehend and evaluate
- Use technology
- Write for various audiences
- Think critically and creatively
- Engage in therapeutic intervention
- Apply scientific principles and processes
- Listen, discuss, speak, and present in formal and informal settings

Social and Civic Expectations:

TEC Phoenix Academy students will:

- Engage in activities that foster citizenship, public service and community awareness
- Demonstrate behavior that adheres to reasonable and appropriate standards of conduct
- Show respect for individual, cultural, and racial diversity
- Model behaviors that reflect dignity and respect for fellow students, staff and themselves

NON DISCRIMINATION/ EQUAL EDUCATION OPPORTUNITY

The Education Cooperative does not discriminate on the basis of race, color, age, gender, religion, ethnic or national origin, disability, or sexual orientation in its educational activities or employment practices. The Education Cooperative is an equal opportunity employer.

CANCELLATION OF SCHOOL/DELAYED OPENINGS

Announcements of cancellation of school and delayed openings due to hazardous storm conditions will be made as early as possible, TEC Phoenix Academy follows the Walpole Public Schools cancellation policy. Announcements of **no school** and delayed openings will also be broadcast over the following local radio stations: WPKZ (AM 1280), WBZ (AM 1030) and WXLO (FM 104.5), and televised on Channels 4, 5, 7 and Fox 25. Please listen to the radio and television or check the Walpole Public Schools website for announcements. It is not necessary for students or parents to make calls to the individual school.

UNEXPECTED SCHOOL CLOSING

In the event that school is to be dismissed early because of storm conditions or for reasons of an emergency nature, children will take their usual means of transportation home.

Please inform the office and your child where they should go in case no parent is home at the time of an emergency dismissal.

EMERGENCY EVACUATION/PROCEDURES

Periodic fire/lock down drills are conducted to ensure a rapid and safe evacuation of the building or simulation of sheltering in place. Students must exit the building by following the instructions posted in the classroom. Students should remain with their teacher for the duration of the drill. Persons responsible for false alarms will be subject to arrest. Teachers are responsible for taking student attendance once evacuated from the building, so students are asked to cooperate and report directly to the pre-determined outside location to check-in with the classroom teacher.

TRANSPORTATION FOR STUDENTS

Transportation of students with special needs will be determined by the student's IEP (Individual Education Plan). Transportation services for these students will be coordinated by the student's sending district Director of Special Education and delivered in accordance with state and federal law.

DRIVING TO SCHOOL

Parking at TEC Phoenix Academy is **NOT** an option. Students are transported by scheduled district vans or parent drop off. The faculty spaces are reserved for staff and visitors.

TRANSPORTATION VEHICLE IDLING RESTRICTIONS

In accordance with section 16B of Chapter 90 and regulations adopted by the DESE, operators of school buses, vans and personal motor vehicles, including students, staff members, and visitors, are restricted from idling such vehicles on school grounds.

ATTENDANCE/DISMISSAL

The requirements for the receipt of a diploma include an acceptable level of attendance in a Public School secondary level educational program. Exceptions to attendance criteria can be made only by the Principal and/or designee pursuant to a transcript review. This attendance policy is in conjunction with a student successfully passing all necessary academic subjects and achieving the minimum credits needed for a diploma. A student must be in attendance for at least 95% of class sessions; this means that a student is allowed FOUR (4) days absent per quarter or a student may fail the course with an "NC" (No Credit) grade.

All students are expected to attend school on a regular basis. When a student is absent from school, a parent or guardian must telephone the Administrative Assistant's office by 9:00 a.m. on the morning of the absence.

Administrative Assistant Office 781-352-7530

If a call is not received every effort will be made to contact the parent/guardian. Additionally, when returning to school from an absence, the student must bring a note signed by the parent/guardian explaining the reason for his/her absence to the TPA Director's office. Members of the administrative team reserve the right to excuse absences based on other forms of communication. Notes to excuse an absence must be received within three (3) school days of the absence. If a valid note is not received, the student will be marked as unexcused. *Personal appointments, whenever possible, should be made during non-school hours!*

The final say as to whether or not an absence is excused resides with administration.

Dismissal from School

Parental contact by telephone and/or note is necessary for every dismissal. Dismissal slips will be issued from the TPA Director's office at the beginning of school. A reason for dismissal must always be given, and will be limited to the following:

- Illness
- Family emergency
- Legal or medical appointment that cannot be made outside school hours (you should bring a note back from the person that you saw.)

COUNSELING AND GUIDANCE

Parents are encouraged to meet with their child's counselor/therapist throughout their high school careers. Students will meet with their counselor/therapist as stated on the IEP Service Grid and as programmatically determined.

CLOTHING

Students are responsible for dressing, acting and speaking like they are properly preparing themselves for continuing their education beyond high school. Therefore, students are expected to dress appropriately, and when a particular form of dress is deemed offensive or contributes in any way to the disruption of the school, arrangements will be made for the student to change. Furthermore, hats, bandanas, hoods, etc., are not allowed. ***Administration will make the final determination in all dress code concerns.***

ELECTRONIC DEVICES/CELL PHONES/IPODS

Use of electronic devices will be permitted before and after school. **School distributed Electronic devices may be allowed during classroom time, for educational purposes, at the discretion of the classroom teacher.** Electronic devices and accessories are handed in each morning, as students enter the building. At any time deemed necessary by staff, this policy may be changed. Any student who fails to comply with teacher and administration directives will result in disciplinary actions. **Any student using an electronic device to record without specific teacher permission, or recording an individual without their express permission, will result in immediate disciplinary action.** *Confiscated devices will be stored by the TPA Principal.*

SECURITY WALKTHROUGH

TEC Phoenix Academy has added a security walkthrough metal detector to the entrance. Signs announcing the metal detectors and searches are posted at the entrance of the building. It is our sincere hope that installing the metal detector will give our students and staff a measure of psychological assurance that the school is a safe educational environment. All staff, students and visitors who enter TEC Phoenix Academy are expected to pass through the metal detector. If a student refuses to comply with the metal detector, he or she will be disciplined.

If the metal detector is activated, an administrator will ask the student to open his or her bag, purse, etc. If a student refuses, an administrator will escort the student into a private room and check the bag, purse, etc.

If the detector is activated during scanning of the student's person without a bag, purse etc., the student will be given the opportunity to remove any metal-containing objects from his/her person. If the metal detector is again activated, the administrator will escort the student into a private room, where a security wand is available to detect the specific source/area and the student will be asked to remove the object in the presence of an adult witness. Should the student refuse the police could be summoned.

If a properly conducted search yields a weapon or any other illegal material, it is turned over to the proper legal authorities for ultimate disposition and can result in discipline from TEC Phoenix Academy. Please refer to page 23 regarding Search and Seizure.

POSTING - BULLETIN BOARDS

The general bulletin boards may be used by students or citizens to publish information of general interest. Any posted material must be approved by a member of the administration.

REQUIRED SUBJECTS – DIPLOMAS

TPA follows the course requirements of a student's sending school district.

Students enrolled in TEC Collaborative programs receive high school diplomas or certificates of attendance/completion from their home School District.

Students receiving high school diplomas from their School District have satisfactorily completed the course requirements for a diploma as prescribed by their School District's School Committee and have met MCAS requirements. Throughout students' enrollment at the Collaborative, Program Principals maintain close communication with Guidance Departments and other school district personnel to ensure that students are meeting the requirements of the School District. TEC

Phoenix Academy provides report cards with grades earned for individual courses, but home districts preserve the right to award credits, grant a diploma, and develop a permanent transcript.

STANDARDIZED TESTING – MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must: test all public school students in Massachusetts, including students with disabilities and limited English proficient students; measure performance based on the Massachusetts Curriculum Framework learning standards; report on the performance of individual students, schools, and districts. As required by the Education Reform Law, students must pass the grade 10 tests in English Language Arts (ELA) and Mathematics, and one of the grade 9/10 tests in Science/Technology, as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements). If students do not earn a scaled score of 220 or higher on the 10th grade tests, they will take the MCAS Retests during their Junior and Senior years. Retests are offered to students until they earn a passing score. Retests in English Language Arts and Mathematics are offered every November and March. The Biology MCAS test is offered in February, and all Science/Technology tests are offered in June. The regular Grade 10 MCAS tests are offered in March/April and May.

GRADING

TEC Phoenix Academy uses alphabetical grades:

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
F	21-59
Incomplete	0-20

Extra Help

It is the professional responsibility of every TEC Phoenix Academy teacher to create successful opportunities for all students. Included within that expectation is to provide all necessary interventions, reteaching, and retesting to ensure all students have ample opportunities to reach desired levels of competence. It is also the responsibility of the student to seek extra help.

Incompletes

Take advantage of all extra help opportunities provided. Incompletes must be made up within two weeks after the close of grades. The TPA Director may approve extensions should unusual circumstances warrant. Students should take the initiative to meet with their counselor and teacher to develop a plan.

Grades/Make-Up Work

The grade a student earns will be entered upon his/her record. An excused absence is one in which the student will be allowed to make up work for credit. Students and guardians should refer to the teacher's courses syllabus for specific policies regarding make-up work and class absences.

INTERNSHIPS/WORK STUDY PROGRAMS

Internship opportunities are available to students who are interested in particular fields of study. To participate in an internship or work study, students must be in good academic standing, and have successfully participated in the culinary program.

PROGRESS REPORTS AND REPORT CARDS

Progress reports for student's academic classes may be requested by parents at any time. A school-wide progress report day will be conducted each quarter at approximately the quarter's half-way point. These progress reports will be given to students to take home, and parents/guardians are encouraged to contact the appropriate guidance counselor with progress report concerns. Grade reports are issued quarterly. See the school calendar for specific dates.

NURSE/SCHOOL BASED HEALTH CARE

Kerry Kubera, RN, TEC Phoenix Academy Nurse Leader, is available for TEC Phoenix Academy students Monday through Friday from 8:00 am to 2:30 pm.

MEDICATION

The TEC Phoenix Academy Nurse Leader shall ensure that there is a properly signed medication order from a licensed prescriber that is renewed at the beginning of each academic year and thereafter as needed.

Special Medication Situations

- For "over-the-counter" Medications, i.e., Tylenol, Advil, a written authorization from the parent/guardian as well as a signed order from the student's physician must be obtained. TEC Phoenix Academy does not have "standing physician's orders" due to the complex needs of its students. Individualized orders are necessary to ensure consideration of multiple and complex diagnoses and treatment.
- For short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order; if the nurse has a question or concern, she may request a licensed prescriber's order.

IMMUNIZATIONS

Massachusetts' immunization regulations specify minimum immunization requirements for enrollment in school (105 CMR 220.000). The law and regulations provide for exclusion of students from school if immunizations are not up to date, but permit exemptions for medical and religious reasons.

All students entering collaborative programs are required to have up-to-date immunization records and will not be admitted without appropriate documentation unless exempt for sincere religious or medical reasons. For students already enrolled in collaborative programs, the immunization schedule recommended by the Massachusetts Department of Public Health will be followed.

CODE OF CONDUCT

Throughout its special education programs, the TEC Collaborative is committed to promoting positive student conduct among students and staff. Through an integrated system of classroom rules, positive behavioral interventions, behavior support plans, and clinical intervention, TEC programs are designed to maintain safety and to foster a climate of mutual respect for the rights of others.

Throughout the school day, appropriate behaviors are modeled and taught to students, reinforcing constantly that students are responsible for conducting themselves in a manner that is acceptable for the school environment.

We look to each student to contribute positively to the school environment by making the effort to conducting themselves in alignment with the following guidelines for personal behavior:

- Exercise self-control
- Use courteous language
- Utilize appropriate staff to help resolve conflict with peers
- Be appropriately dressed and groomed
- Demonstrate a positive attitude
- Be a role model
- Be polite
- Be cooperative
- Respect the rights and feelings of others
- Act in a manner that does not disrupt others
- Treat others with courtesy and respect (i.e., put oneself in the place of other person, whether that person is another student, teacher, parent, community person, administrator, lunchroom or custodial worker, or any other person in the school).
- Take responsibility for school property
- Respect the school building, grounds, and property
- Keep school grounds free from trash
- Support the learning process
- Attend all classes regularly and on time
- Be prepared for class (i.e., bring assignments, books, and supplies)
- Listen carefully to instructions
- Participate in class activities

All students are expected to meet the requirements for behavior as identified in the program's student handbook, unless otherwise determined through the special education TEAM process. State and federal special education and civil rights laws require that additional provisions be made for students who have been found by an evaluation TEAM to be eligible for special education or whose program is described in an Individualized Education Plan (IEP). The IEP will indicate

whether the student is able to conform his/her behavior to the regular discipline code or if a modification is required. If a modified disciplinary code is required, it will be written into the IEP.

BULLYING PREVENTION

Student-Related sections of the TEC Bullying Prevention and Intervention Plan are below, the full plan can be found on the TEC website, and copies are available from the TEC Phoenix Academy Director.

The Education Cooperative (TEC) is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. 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.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. TEC will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Program Directors in conjunction with the Director of Student Services are responsible for the implementation and oversight of the Bullying Prevention and Intervention plan.

Acts of bullying and cyberbullying are prohibited:

- I. on school grounds, 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 and
- II. at a location, activity, function, or program that is not school related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target, infringes 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, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying shall be prohibited.

A. Definitions

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

Bullying, as defined in M.G.L. c.71, §370, 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:

- I. causes physical or emotional harm to the target or damages the target's property;
- II. places the target in reasonable fear of harm or damage to his property;
- III. 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 orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-Bullying, as defined in M.G.L. c. 71, §370 is bullying through the use of technology or any electronic communication; which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include:

- I. the creation of a web page or blog in which the creator assumes the identity of another person;
- II. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying; and
- III. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v) inclusive, of the definition of bullying.

Hostile Environment, as defined in M.G.L. c. 71, §370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

Investigator TEC Administration staff member responsible for investigating reports of bullying, determining if the report is substantiated, and determining if disciplinary action is appropriate. The Investigator is most commonly the Program Director, but it could be the Director of Student Services, Executive Director, or TEC Board of Directors if the alleged aggressor is a member of TEC's Administration staff.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, who provides information during an investigation of bullying, or who 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.

E. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families and others are addressed. If a student has been identified as a target or as an aggressor the following supports will be made available.

Identifying Resources

TEC educational programs offer support to students in a protected environment with small class sizes (4-10 students) with a low student to teacher ratio. All staff members are highly trained to work with students with disabilities. In addition to teaching and therapy staff, students also have access to counseling through TEC's school adjustment counselors/social workers. Many students who attend TEC programs also receive services through outside private agencies. TEC staff members routinely work with families to solicit releases to directly communicate with outside providers and with this authorization communication is established between the school program and outside providers. Should a student require additional counseling or agency resources, TEC staff members work closely with families to identify need, and to provide access to community resources. Also available to parents, through District request, are extensive home services offered through our Applied Behavior Analysis Home-Based Services program.

Counseling and Other Intervention Services

As indicated above, counseling and positive behavior support services are available for all students at TEC. Should behavioral incident reports or bullying incident reports indicate a need for further counseling supports, the Program Director will make an immediate referral to one of the TEC school adjustment counselors/social workers and/or behavior specialists. Additionally, positive behavioral support plans may be developed or modified based upon incident reporting through the intervention support of the Program Director. It is at the discretion of the Program Director, teaching staff, and school adjustment counselors/social workers as well as behavior specialists to develop a plan for involving and providing information to parents about bullying behaviors and steps they may take outside the school day.

F. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

TEC absolutely prohibits bullying, cyberbullying, and retaliation as defined above. Students or School Staff who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken for students must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions from school as determined by the school administration, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct

that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

G. Reporting Obligations

Reporting by Students, Parents/Guardians, and Others: TEC expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Program Director or designee, or to the Director of Student Services or designee when the Program Director is the alleged aggressor, or to the Executive Director or designee when the Director of Student Services is the alleged aggressor, or to the TEC Board of Directors or designee when the Executive Director is the alleged aggressor. An individual may make an anonymous report of bullying or retaliation using the procedure at the host school or that of TEC. However, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to Parents/Guardians: The Program Director or designee will notify the parent/guardian of the alleged target and the alleged student aggressor of a report of bullying or retaliation once a pre-investigation of events has been conducted. If either the alleged target or alleged aggressor attends or works at a host school, the Program Director or designee will notify the School Principal of the host school, and Special Education Administrator or designee of the sending school district. If the alleged target and alleged student aggressor attend different schools, the Program Director or designee receiving the report shall inform the Program Director of the other program or Principal of the other student's school, who shall notify the student's parents of the report and procedures.

Reporting to Local Law Enforcement: At any point after the receipt of a report of bullying or retaliation, including during or after an investigation, if the Program Director or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Program Director or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school, or collaborative school, the Program Director or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district and TEC is the first to be informed of the bullying or retaliation, then the Program Director or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

H. Responding to a Report of Bullying or Retaliation

Before fully investigating the allegations of bullying or retaliation, the Investigator 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 student aggressor in the classroom, at lunch, or on the bus; and identifying a staff member who will act as a "safe person" for the target.

The Investigator will take additional steps to promote safety during the course of and after the investigation, as necessary. Additionally, the Investigator 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.

I. Investigation

The Investigator in collaboration with host school administration, as warranted, shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, TEC personnel in collaboration with host school administration will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written Statement of the Complaint: The Investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the Investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the Investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the Investigator will gather other evidence, which often involves interviews of students, staff, witnesses, parents or guardians, and others as necessary. If appropriate, the Investigator should remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The Investigator will promptly notify the parents or guardians of the target and the student 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 Investigator 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.

J. Determination

The Investigator will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Investigator 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 Investigator will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Investigator may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student 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 Investigator shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

K. Response to Bullying

Teaching Appropriate Behavior through Skills-Building: Upon the Investigator determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, §370 (d)(v). Skill building approaches that the Investigator may consider include:

- offering individualized skill-building sessions based on the school's/district's antibullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with school adjustment counselors and/or 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 antibullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

Taking Disciplinary Action: If the Investigator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Investigator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline of a student will be consistent with the Plan and with the student's individual behavior plan and/or Individual Education Program (IEP).

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 Investigator determines that a student knowingly made a false allegation of bullying or retaliation, that student shall be subject to disciplinary action.

If the Investigator determines that disciplinary action is appropriate for a staff member, the Investigator will assess all available options, up to and including dismissal of the staff member from his/her position.

Promoting Safety for the Target and Others: The Investigator 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 Investigator may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Investigator 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 Investigator will work with appropriate school staff to implement them immediately.

L. 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.

M. Age Appropriate Instruction

TEC has identified current programs in place throughout the organization that address the social and behavioral wellbeing of our students. Current programs identified include: *CPI, Safety-Care, Positive Behavioral Interventions and Supports (PBIS), and Social Skills Training.*

Specific Bullying Prevention Approaches

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

TEC initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will be reviewed annually with all students in September.

General Teaching Approaches that Support Bullying Prevention Efforts

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely, and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

N. Parent Education and Resources

TEC parents will be eligible to attend local trainings through their sending districts as sponsored by the local PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations. In addition, TEC parents will be notified by classroom teachers when students are receiving curriculum instructions around this topic. Parent trainings will also be offered by TEC and individual parent trainings will be provided by TEC on a case specific basis.

O. Notification Requirements

Each year at the beginning of the school year either through the registration packet or the student handbook, TEC will inform parents or guardians 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, as well as the student-related sections of the Plan and TEC's Internet and Network Acceptable Use Policy. TEC will post the Plan and related information on its website.

Consistent with state and federal laws, and the policies of TEC, no person shall be discriminated against in admission to a public school or any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents TEC 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 TEC to take disciplinary action or other action under M.G. L. C. 71,, §§ 37H or 37H ½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, 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.

At least once every four years beginning with 2015-2016 school year, TEC will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, TEC will annually report bullying incident data to the Department.

P. Problem Resolution System

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 are also available at the Executive Director's office.

ANTI-HAZING

Hazing is prohibited by Massachusetts State Law and is forbidden at TEC Phoenix Academy. As required by Massachusetts General Laws Chapter 269 Sections 17-19 below is a full copy of the An Act Prohibiting the Practice of Hazing, M.G.L. c. 269, §§ 17-19.

Section 17. 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.

Section 18. 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.

Section 19. 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.

DRUGS/ALCOHOL

Massachusetts law prohibits students from possessing, ingesting, selling or distributing alcohol, prescription, non-prescription or street drugs on school property or at school events. This is, therefore, the policy of The Education Cooperative (TEC). The use of drugs and/or alcohol will not be tolerated in school or at school events. If a student is involved in, or reasonably suspected of being involved in, a drug or alcohol-related activity, immediate action will be taken.

If a student is suspected to be under the influence or is in possession of drugs or alcohol, the Program Director or designee will search the Student and if found in possession, parents/guardians, and sending school district will be notified, as well as local police if appropriate. Appropriate disciplinary measures, such as suspension, will be implemented based on the specific factual circumstances and in accordance with M.G.L. c. 71, § 37 and discipline processes detailed in Massachusetts Chapter 222. TEC may seek to terminate the student's enrollment or pursue an emergency termination of enrollment in accordance with 603 CMR 28.09.

If a student is suspected of being under the influence of drugs or alcohol, the nurse leader will make a determination as to whether the student is intoxicated or under the influence of drugs or alcohol. If so, the parents/guardians will be called to pick up their child. In the event that a student is incoherent or nonfunctional, an emergency "911" call will be placed on the student's behalf.

The IEP Team will be reconvened to:

- Review behavior support and intervention plans
- Review whether the student's needs may continue to be met in the current school placement

NO TOBACCO POLICY

In accordance with the Educational Reform act of 1993, Section 37 H, use of any tobacco products within the school buildings, the school facilities or on school grounds or school buses by any individual, student or staff member is prohibited. School grounds shall include, but are not limited to the parking lot and surrounding grounds within 500'. The law prohibiting use of tobacco on school grounds applies at all times. All tobacco products, vapes, E-Juice, Wax Vape Pens, lighters and matches will be confiscated and will not be returned. Repeat offenders will receive consequences as determined by their program. Possession and/or use of chewing tobacco, snuff, e-cigarettes, e-juice or any other tobacco product is strictly prohibited in school or on school grounds or at school sponsored activities and events.

POSSESSION OF FIREARMS OR WEAPONS

The Education Cooperative's policy is based on Massachusetts law, Mass. Gen. Laws c. 71, S.37H, which states that:

- A student may be suspended or expelled for the possession of a dangerous weapon on school property or at school related events.
- A dangerous weapon is defined as any object/instrument that is likely to produce death or great bodily harm, such as a gun or knife or object/instrument that may be used as a weapon. Dangerous weapons include, but are not limited to, guns, BB guns, facsimile guns, razors, knives, sling shots, firecrackers, live bullets, brass knuckles, lighters, screwdrivers, metal stud bracelets and matches.

The local police and the TPA Director will be notified immediately if:

- A student is in possession of or uses a dangerous weapon in school premises, such as a gun or knife;
- A student appears on school property with a dangerous weapon and presents immediate danger to self, other students or staff;
- A student claims to have a weapon and refuses to relinquish the weapon when asked.

If a student is found to be in possession of a dangerous weapon, as defined above, TEC staff will:

- Remove the item immediately and deposit it with a supervisor, who:
 - Will notify the parents/guardians and sending school district
 - Will notify the Department of Children and Families, the Guidance Office, the sending school district, and the TEC Director of Student Services
 - TEC along with the sending school district and the local police shall arrange an assessment of the student involved and refer the student to counseling
 - Reconvene the IEP Team

NOTE: Violations of the weapons policy can result in out-of-school suspension and may result in a recommendation of an alternate placement or termination of services. In the event that such a violation occurs, The Education Cooperative shall process the infraction in accordance with the requirements of M.G.L. c. 71, § 37H and Chapter 222 of the Acts of 2012- 603 CMR 53.00.

SEARCH AND SEIZURES

Lockers, cubbies, desks, laboratory tables, school computers and the like are the property of the Collaborative, and students have no expectation of privacy when storing or placing items in/on this property. Therefore, the Collaborative has the right to search these at any time for any reason. When appropriate, the police and the use of trained animals may be used to conduct a search.

Property belonging to a student such as a backpack, handbag, and/or cell phone or the student him/herself may be searched if Collaborative staff has a reasonable suspicion that the student has evidence of a crime or an infraction of the discipline code in his/her personal property or on his/her person.

BEHAVIOR MANAGEMENT

TEC Phoenix Academy identifies that all individuals have the right to effective instructional, behavioral, and medical strategies. TEC Phoenix Academy believes that positive behavioral supports should be used primarily as antecedent and pre-episodic preventions in an environment that strives to respect each individual's dignity and personal privacy. Preventive techniques and interventions used focus not only on eliminating challenging behaviors but also in identifying the function of such behaviors in order to provide proper instruction on replacing these with positive, socially expected behaviors.

A variety of techniques are used not only to manage student behaviors, but to assist the student to learn new skills and to replace aggressive or inappropriate behaviors with higher functioning behaviors/skills. TEC Phoenix Academy offers many approaches in order to accomplish this:

- Student-centered environments
- Highly effective Student to Staff ratios
- Effective and ongoing analyses of student functioning in consult with therapeutic staff
- Positive reinforcement
- Active and engaging educational programming that builds on students' strengths and interests
- Relational approaches
- Positive behavior support plans
- Structured environments with clear limits and expectations
- Social emotional supports and services
- Connecting with outside agencies and physicians who treat the student
- Involving Parents/Guardians in behavior plan development
- Taking Space
- In-School-Suspension
- Saturday School (ASPIRE Program)

In addition to IEP accommodations, students may also have an individualized behavior support plan in place or maybe in the process of being developed. Behavior support plans are data driven, and are based on functional behavior assessment and/or direct assessment and analysis of behavior data. Plans identify specific challenging behaviors for decrease as well as positive alternative behaviors for reinforcement.

Restrictions

Teachers, in consultation of the counselors, administrators, and/or BCBA, may limit a student's privilege to participate in certain activities or community outings due to inappropriate behavior and/or behavioral episodes. Meals will not be withheld or delayed as a form of punishment or behavior management (603 CMR 18.03(5)(e)).

Should a student's behavior warrant suspension or termination, the policies regarding suspension and termination detailed in this handbook under the headings Suspension Policy 3-5 Days, Suspension Policy 10+ days and Placement Termination Policy will be followed.

STUDENT SEPARATION RESULTING FROM BEHAVIOR MANAGEMENT

TEC Phoenix Academy does not utilize separation from students' classrooms to time out areas.

A space is available to students when they become upset or dysregulated. A student must always be accompanied by a staff member when accessing this space. It provides a safe and appropriate place where students may engage in self-calming behaviors through use of soft lighting, calming music, or a variety of sensory-based techniques and equipment.

Guidelines- When students become dysregulated and require a change of space and stimulation in order to regain self-control, they are instructed to "take five." At no time will the "take five space" be used as punishment.

Persons Responsible- Staff assisting the student who is dysregulated will be trained in proper use of sensory materials and techniques, as well as crisis prevention techniques.

Duration-Students are allowed to take as much time as they need to regain self-control. When the student is calm and able to indicate he is comfortable re-entering the previous environment, he will be instructed to re-join the group. If the student must stay in the "take five space" for more than thirty minutes, the Program Director must come and approve the continuation of the "take five space" based on the student's continuing agitation.

Observation-The door to the "take five space" will always remain open, and staff will always be in the room with the student.

At times students may become disruptive within the classroom. Disruptive behaviors are those that interfere with learning and every day functioning within the classroom setting. Disruptive behaviors are challenging in that they do not pose risk of injury or harm to the individual engaging in them or others. However, disruptive behaviors are often antecedents to dangerous behaviors and therefore interventions should be identified and implemented as appropriate.

Disruptive behaviors include, but are not limited to: noncompliance, teasing or taunting of others, swiping items off of surfaces, banging on furniture or walls, ripping paper, yelling, inappropriate use of property, wandering around the classroom, or making excessive noise.

Staff must utilize de-escalation techniques and behavior management strategies to help students remain safe without the use of physical intervention. Staff should use their judgment to choose the safest option possible when intervening in a crisis situation. If it is possible to do safely, staff should "wait out" a student having difficulty.

Staff remains with the student causing the disruption at all times. If students are not settled enough to complete the activity or task they were engaged in prior to the disruptive behavior, the expectation for the student is to work with staff to identify strategies to become settled so that he or she can become re-engaged in the task or activity. Food is never withheld from students, nor is student seclusion ever permitted at TEC.

TEC students are always allowed to separate themselves voluntarily from their group or activity provided their separation does not result in safety concerns. In fact, students are encouraged to request a break when appropriate to assist in problem solving or seeking support. These breaks are not viewed as punitive, take place in an identified area of the classroom and are supervised directly by a licensed professional or a paraprofessional under the direction of a licensed professional.

PHYSICAL RESTRAINT

Tara Zeigler, TEC BCBA, and Sheila Thomas, TEC Phoenix Academy Director, will serve as restraint resources within the program.

TEC Phoenix Academy identifies that all individuals have the right to effective instructional, behavioral, and medical strategies. TEC believes that positive behavioral supports should be used primarily as antecedent and pre-episodic preventions in an environment that strives to respect each individual's dignity and personal privacy. Preventive techniques and interventions used focus not only on eliminating challenging behaviors but also in identifying the function of such behaviors in order to provide proper instruction on replacing these with positive, socially acceptable behaviors.

As stated in 603 CMR 46.00, Physical restraint shall be used only in emergency situations of last resort, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

As stated in 603 CMR 46.00, Physical restraint is prohibited as a means of punishment or discipline, as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if such instances could escalate into, or could lead itself to serious, imminent harm to the student or to others, physical restraint is appropriate. Physical restraint cannot be used as a standard response for any individual student. No written individual behavior plan or IEP may include the use of physical restraint as a standard response to any behavior.

TEC Phoenix Academy implements physical restraint with extreme caution. Training for all staff working directly with students is provided by a certified trainer.

TEC Phoenix Academy staff physically intervene during a crisis only if, in their judgment, an individual's behavior is creating a situation that is more dangerous than the danger of using physical intervention.

- TEC Phoenix Academy does not allow medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00.
- No restraint will be administered in such a way that the student is prevented from breathing or speaking.
- During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint will be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
- Restraint will be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student will be released from the restraint immediately, and staff will take steps to seek medical assistance.
- Staff will review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- Following the release of a student from a restraint, the staff will implement follow-up procedures. These procedures include reviewing the incident with the student to address the behavior that precipitated the restraint (when deemed appropriate to do so), reviewing the incident with the staff person(s) 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.
- Parents or guardians must be informed of all restraints involving their children, regardless of duration. The TEC Phoenix Academy Director or designee will contact parents or guardians within the same school day of the incident(s) to inform them of the restraint.
- All instances of physical restraint will be documented and available for review by the Department of Elementary and Secondary Education upon request. Individual student logs will be maintained and be available for review by the student's District and Parents or Guardians upon request.
- Food and/or drinks are never withheld from students. If the student has not regrouped sufficiently to participate in instructional activities, regularly scheduled school work, related services, or clinical services, food and/or drink will be brought to the student.
- As stated in 603 CMR 46.00, when a restraint has resulted in an injury to a student or program staff member, the program shall provide a copy of the written report required by 603 CMR 46.06(4) to the Department of Elementary and Secondary Education within three school working days of the administration of the restraint. The program shall also provide the Department with a copy of the record of physical restraints maintained by the program administrator pursuant to 603 CMR 46.06(7) for the thirty day period prior to the date of the reported restraint. The Department shall determine if additional action on the part of the public education program is warranted and, if so, shall notify the public education program of any required actions within thirty calendar days of receipt of the required written report(s).

- Staff at The Education Cooperative are mandated reporters. Any injury that staff members have “reasonable cause” to believe resulted from abuse or neglect must be verbally documented and written pursuant of TECs Child Abuse Policy.

SUSPENSION

3-5 Day Suspensions:

Under usual circumstances, The TEC Phoenix Academy does not suspend students to home. In general, behavior issues are addressed by the TEAM in collaboration with the TEC Counselors and Staff through an appropriate behavior plan that focuses on correcting the inappropriate behavior.

There are times, however, when the behavior presented by a particular student is determined to pose such a significant danger to himself or to other students and staff that the students may be suspended to home for a period of time. The decision to suspend a student to home is a collaborative one that is made by the TEC Phoenix Academy Principal, Director of Student Services, and the student’s teacher in accordance with Chapter 222 of the Acts of 2012 Discipline Rules, 603 CMR 53.00.

In accordance with 603 CMR 18.00 and Federal requirements 34 CFR 300.530-537, the following procedures are in place regarding suspension:

1. A student may not be suspended to home unless a responsible adult is present.
2. Immediately after the decision to suspend a student is made, the student’s Principal will contact the student’s parent or legal guardian, the LEA and any agency funding the student’s placement in the TEC Phoenix Academy in accordance with Chapter 222 requirements.
3. Within 24 hours of the suspension, the school shall send a written statement explaining the reasons for suspension to the parents and public school district.
4. If a student is suspended for three consecutive school days or five nonconsecutive school days in a school year, a meeting will be held with the parents, the TEC Phoenix Academy staff, and the public school district to determine whether the TEC Phoenix Academy is able to modify its program to meet the needs of the student in question. This analysis must take into account all federal education requirements and must explore all possible program modifications within the school in an attempt to prevent the total suspension of the student from the program.
5. All suspensions must be tracked, including the number and duration of suspensions, including any part of the student’s IEP program (including transportation).

10+ Day Suspensions:

When the TEC Phoenix Academy believes that it must consider a suspension to home of 10 days or more:

1. The TEC Phoenix Academy Director requests the student’s responsible school district to convene a TEAM meeting. This meeting includes representation from school district prior to a suspension that constitutes a change in placement of a student with disabilities.
2. The TEAM meeting must do the following:
 - a. Develop and review a Functional Behavioral Assessment of the student’s behavior and develop or modify a Behavior Intervention Plan;
 - b. Conduct a Manifestation Determination (to determine the relationship, if any, between the disability and the behavior).

- c. Identify appropriate alternative educational setting(s), either within TEC Programs or outside of TEC programs, where services access to the curriculum and special education services can be provided to the student while suspended.
3. If the TEAM determines that the behavior is not a manifestation of the disability, the school may suspend or terminate the student, in accordance with Discipline Rules of Chapter 222. The responsible school district, however, must offer an appropriate education to the student with disabilities that may be located in some other setting. In school suspension opportunities within the TEC network of programs should always be considered before out-of-school suspension, as long as student safety is not a concern.
4. If the TEAM determines that the behavior is a manifestation of the disability, the district, in coordination with the TEC Phoenix Academy, must convene a TEAM and take steps (with the consent of the parent, of student if of legal age) to modify the IEP, the behavioral intervention plan, services and/or placement to better accommodate the student's needs.

PLACEMENT TERMINATION

While it is very unusual for the TEC Phoenix Academy to seek to terminate the placement of one of its students, a procedure is in place for the occasion when questions arise regarding the continuing appropriateness of a student's placement or to consider an emergency termination if the student's continued presence in the school constitutes an extreme danger to himself or to other students.

Planned Terminations:

The program shall notify the responsible School District of the need for an IEP review meeting and will 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.

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 will follow the procedures required under 603 CMR 28.09 (12)(b) and Chapter 222 of the Acts of 2012 and immediately notify the Department of Elementary and Secondary Education.

In accordance with 603 CMR 18.05 (7), the following procedures are in place with regard to termination:

1. A student shall not be terminated from the TEC Phoenix Academy, even in an emergency circumstance, until the enrolling public school district is informed in accordance with Chapter 222 and assumes responsibility for the student.
2. Each student's classroom teacher maintains regular contact with all of the collaterals responsible for a student's care, including the student's LEA and DCF or DDS case manager if appropriate.
 - a. In the event that the possible termination of a student is discussed, the classroom teacher will notify the LEA and any other collateral sources as soon as possible following the discussion to set up an Emergency TEAM Meeting.
 - b. The TEC Phoenix Academy's ultimate goal is always to ensure that an appropriate placement is located for a student prior to any termination.

3. In the event of a planned termination, the TEC Phoenix Academy will complete the following tasks:
 - a. Notify the public school district of the need for an IEP review meeting and provide notice of this meeting to all appropriate parties 10 days in advance of the intended date of the meeting.
 - b. The meeting will develop a clear and specific termination plan for the student that shall be implemented in no less than 30 days unless all parties agree to an earlier termination date.
4. In the event of an emergency termination, the TEC Phoenix Academy will follow procedures set forth in 603 CMR 28.06 (12) and in Chapter 222 of the Acts of 2012 (603 CMR 53:00):
 - a. Termination of the student will not be effective until the parent and student's school district are informed and the district assumes responsibility for the student.
 - b. Termination may be delayed for two weeks for the purpose of convening an emergency TEAM meeting.
 - c. DESE is notified immediately.
 - d. All prescribed notifications of parent and district are executed according to the rules of Chapter 222 of the Acts of 2012.

GRIEVANCE POLICIES AND PROCEDURES

The Education Cooperative encourages parents and students, as well as staff, to share any concerns or complaints they might have regarding the students' education and care at the program. Specific inquiries should be directed to the following staff:

Susan Donelan, Director of Student Services, is responsible for:

- **Investigating and resolving complaints of discrimination under state law, Title IX, Title VI, Section 504/ADA, and Age Discrimination Act and regarding students' education and care by parents**

Rose Bragdon, Director of Human Resources, is responsible for:

- **Investigating and resolving discrimination complaints under state law, Title IX, Title VI, Section 504/ADA, Title VI and Age Discrimination Act made on behalf of staff**
- **(See Staff Policies and Procedures Manual)**

The following grievance procedures are intended to provide prompt and equitable resolution of complaints alleging discrimination based on legally protected categories (race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. Parent concerns about the care and education of their child at The Education Cooperative should follow the guidelines below:

Grievance Procedures for Parents and Students

All complaints and concerns from Parents or Students Regarding the Education or Care of Student should first be directed to the Program Manager of the child's program: Sheila Thomas, TEC Phoenix Academy Director

Complaints can also be filed directly with the Director of Student Services, Susan Donelan.

Procedure for Investigating Complaints Regarding Education and Care of Students:

The Education Cooperative (TEC) welcomes feedback from parents at any time. Should a parent wish to register a complaint regarding their child's education and care, the following procedure is followed:

- Parent(s)/guardian(s) and students may register their complaint either verbally or in writing with the teacher of their child's program or the program director of that program. Should the complaint be filed with the classroom teacher, he/she will share the parent concern with the program director or director of student services when appropriate.
- Once the complaint is registered, TEC will complete an internal investigation and attempt to resolve the situation. The parent(s)/guardian(s) will be notified of any findings and receive a written response within ten school days of the date of the complaint.
- Confidentiality of the complaint and investigation will be maintained to the extent consistent with TEC's obligations under law. The program will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.
- If the parent(s)/guardian(s) are not satisfied with the results of the investigation, they may appeal to the TEC Executive Director, who will review the complaint and make a final decision within ten days of the appeal.

Procedure for Students with Complaints Regarding Discrimination and/or Bullying

The Education Cooperative does not tolerate discrimination based on legally protected categories (race, color, national origin, gender, religion, sexual orientation, disability) and has in place a prompt and equitable response to address the following:

TEC has developed and made available to student a set of written procedures that may be used to register complaints regarding the discrimination and/or bullying in TEC Programs that includes specific timelines and the appeals process.

- The students should report the alleged discrimination or bullying to any staff member.
- The staff member will record the alleged incidents and provide the information to the student's teacher or counselor for investigation.
- Confidentiality of the complaint and investigation will be maintained to the extent consistent with TEC's obligations under law. The program will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.
- With the student's consent, the person recording the incident will contact the student's parents or guardians to share the facts as reported with them.
- Within 24 hours, (or the next school day) the investigator will meet with the students and the person to whom the student reported the incident and will share verbally the result of the investigation.
- If the discrimination allegation is supported, the Director of Student Services and Executive Director will be informed, as well as the LEA. A meeting will be scheduled within 2 days to address the discrimination issue and resolve it to the satisfaction of the student or parent.
- If the bullying allegation is supported, the resolution involves the steps identified in The Education Cooperative's Bullying Prevention Plan and the LEA will be informed of the incident, the result of the investigation, and the resolution.

Appeals

In the event that any decision of the Director of Student Services or his/her designee or the report of any investigator of any allegation is not considered satisfactory, in whole or in part, the eligible

student or parent shall have the right of appeal to the Executive Director. The request for such appeal shall be made in writing.

The Executive Director or his/her designee shall, within ten days after being notified of such appeal, review the issues presented and provide a written decision to the student or parent, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the Executive Director or his/her designee shall promptly take steps as may be necessary to put the decision in effect.

In the event that the decision of the Executive Director or his/her designee is not satisfactory to the student or parent, in whole or in part, he/she will have the right of appeal to the TEC Collaborative Board of Directors. The Board of Directors shall, within four weeks of being notified or at their next meeting, whichever occurs first, will conduct a fair hearing to decide the issues presented by the student or parent. TEC staff has the burden of proof on issues presented by the student or parent. The student or parent has the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks of the hearing. If the appeal concerns statements by an employee of TEC, such person shall have the right to be present and to have an advocate of his/her choice.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

TEC Phoenix Academy enrolls and is responsible for serving students with Limited English Proficiency (LEP) and English Language Learners (ELL). TEC Phoenix Academy takes responsibility for helping to identify resources and services for LEP and ELL students and will work with referring districts to ensure the language needs as well as the behavioral and social needs of these students are met.

TEC Phoenix Academy, in conjunction with the sending school district, implements necessary program modifications and support services to identify and effectively serve students who need special language assistance. Such program and support services are based on sound education theory, provide for English language development, provide for meaningful participation of limited English proficient students, and are evaluated and appropriately revised in an ongoing manner. These programs and support services are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency. Unless the student's IEP specifies otherwise or the student has received a waiver, the student will receive sheltered content instruction from a trained and qualified teacher, and additional instruction in English as a Second Language by a certified ESL teacher. In addition, TEC Phoenix Academy arranges for a person or community organization to provide translation services for any notices to parents/guardians and/or students and program information or material regarding TEC Phoenix Academy to ensure the civil rights of any student and his/her family with limited English proficiency.

All LEP and ELL students are afforded the same opportunities to access and participate in TEC Phoenix Academy programs and services as other students.

Programs modifications are developed based on the individual student. Frequent assessments are completed to ensure student progress and to determine when modifications and support services are no longer required.

If a district's IEP Team determines that an LEP student needs placement in a therapeutic setting like TEC Phoenix Academy based upon a social/emotional disability, TEC Phoenix Academy will work with the sending school district and the family to determine how to meet that student's needs relative to accessing content through sheltered content instruction and/or developing English proficiency through additional instruction in English as a Second Language (ESL). When an LEP student enrolls, staff will consult with an ELL/ESL specialist (who delivers professional development in the category trainings) and with the sending district's ELL coordinator to ensure that the student's needs, special education and ELL, are being addressed.

ACCEPTABLE USE POLICY FOR STAFF AND STUDENTS

Our Vision

The Education Cooperative (TEC) provides technology tools to support an inquiry-based, collaborative learning environment where technology resources are integrated throughout the curriculum as part of daily classroom practice in a way that enhances teaching and supports the individual learning style of each student.

TEC recognizes that the use of computers, mobile devices, networked services, email, and the Internet have become, if used appropriately, an integral part of an engaging, student-centered, and collaborative learning environment. It is understood that all of our computer networked services are provided exclusively for educational purposes.

TEC filters all internet traffic for the purpose of safeguarding staff and students from harmful content. TEC also provides supervision and education related to appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response. However, it is still the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using technology.

TEC encourages parents/guardians to supervise their child(ren) when using technologies from home.

Availability

The Executive Director or designee shall implement, monitor, and evaluate the TEC's system/network for instructional and administrative purposes. Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of The Education Cooperative.

Acceptable Use

Acceptable uses of the technology are activities that support classroom teaching and learning.

There are unacceptable uses of the network. These can be classified into two categories: illegal and prohibited.

- Illegal activities will be referred to the appropriate law enforcement agency and include, but are not limited to: obscenity, libel, threats, hate postings, sexual harassment, and copyright violations.
- Prohibited activities include, but are not limited to: pornography, profanity, plagiarism, commercial use, political campaign purposes, and posting anonymous messages.

Guidelines for Acceptable Use of Technology

- TEC will provide each user with copies of the Acceptable Use Policy and Procedures.
- Copyrighted software or data shall not be placed on the district system/network without permission from the holder of the copyright and Technology Coordinator. Users must comply with all copyright laws and license agreements.
- Access will be granted to students with a signed access agreement and permission of the program administrator or designee(s).
- Access will be granted to employees with a signed access agreement.
- Passwords are confidential. All passwords shall be protected by the user and not shared or displayed. Exceptions to this may be instituted based on the individual need for accommodation.
- Users shall not use another user's account.
- Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- The system/network may not be used for illegal purposes, in support of illegal activities or any activity prohibited by TEC policy.

Violations of the Acceptable Use Policy Include, but Are Not Limited to, the Following Conduct:

- Any malicious attempt to harm or destroy equipment, materials, data files, or programs.
- Deliberate attempts to degrade or disrupt system performance.
- Vandalism.
- Forgery or attempted forgery.
- Attempts to read, delete, copy or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail.
- Swearing, vulgarity, ethnic or racial slurs and other inflammatory language.
- Pretending to be someone else when sending/receiving messages.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Spamming (sending unsolicited mass or inappropriate emails).
- Use or possession of hacking software.
- Revealing personal information, addresses, phone numbers, etc.
- Accessing the internet outside of TEC's content filters (i.e. by using a proxy).

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's system/network.

AUP in Host Districts

In many situations, employees of The Education Cooperative use networks within school districts. In this case, employees and students are expected to follow the same guidelines as the hosting district.

Privacy

TEC staff and students are advised never to access, keep, or digitally send any correspondence that they would not want to be made public. Electronic mail transmissions and other use of electronic resources including electronic information that may be automatically stored on the school computer's backup or archiving system, shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Education Cooperative shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. Users are required to pay costs associated with violations of this Acceptable Use Policy. TEC shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Solicitation and Distribution

Generally, TEC does not permit the use of TEC's technology and network resources for solicitation, literature, or product distribution.

ANY USER WHO VIOLATES THIS POLICY MAY BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING SUSPENSION FROM SCHOOL OR TERMINATION OF EMPLOYMENT. ILLEGAL USES WILL RESULT IN REFERRAL TO LAW ENFORCEMENT AUTHORITIES AND MAY RESULT IN CRIMINAL PROSECUTION AS WELL AS DISCIPLINARY ACTION BY THE EDUCATION COOPERATIVE.

Further questions should be directed to the Director of Innovative Learning.

CHROMEBOOK CARE AND USE POLICY GUIDE

Receiving Your Chromebook

Your Chromebook will be assigned to you. You are responsible for the care and use of the Chromebook and should always use the specific Chromebook assigned to you. Chromebooks will be used in class unless you are specifically advised not to do so by your teacher.

Returning Your Chromebook

At the end of the school year, the condition of your Chromebook will be assessed by the staff. There may be a charge for any damage or missing components. (See below)

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook issued to them by the school. Chromebooks that are broken or fail to work properly must be taken to your teacher as soon as possible.

General Precautions

- No food or drink should be near the Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be exposed to extreme temperatures (hot or cold).
- Chromebooks must remain free of any writing, drawing, or non-removable stickers. Static-cling decals that peel off easily are permitted.
- Heavy objects should never be placed on top of Chromebooks.
- Do not place the Chromebook on an uneven surface where it might accidentally fall.
- Do not block air flow when the Chromebook is on. While your Chromebook does not get overly hot as a traditional laptop might, it does need to breathe.
- Chromebooks should not be used where a cord could be a tripping hazard (power cord, projector, etc.).

Carrying Chromebooks

- Always transport Chromebooks with care.
- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.
- Do not put your Chromebook in your backpack or other book bag.

Screen Care

- The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.
- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Make sure there is nothing on the keyboard before closing the lid (i.e. pens, pencils, flash drive, etc.).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

Asset Labels

- All Chromebooks will be labeled with a TEC asset label. The asset label indicates the Chromebook is property of TEC. Do not remove the asset label.

- TEC will maintain a log of all Chromebooks that includes the Chromebook serial number, asset label code, and name of the student assigned to the device.
- Each student is assigned the same Chromebook for the duration of his/her time at TEC. Take good care of it!
- Asset labels may not be modified or tampered with in any way. Students may be charged up to the full replacement cost of a Chromebook for tampering with an asset label or turning in a Chromebook without an asset label.

Using Chromebooks at School

- At the start of the school day students will sign out their Chromebook.
- Chromebooks must be stored in the recharging cart at the end of school each day.
- Students will log into their Chromebooks using their school-issued Google Apps for Education account.
- Students will not log into personal accounts on their Chromebook, unless they are directed to do so by a teacher.
- Students should never share their account passwords with others, including faculty and staff. Exceptions to this may be instituted based on the individual need for accommodation.
- Inappropriate media may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.
- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones will be provided and may be used at the discretion of the teachers. Students should not share their headphones for sanitary reasons.
- Students may be able to print from their Chromebooks to a designated printer(s).

Managing and Saving Digital Work with a Chromebook

- Students will digitally publish and share their work with teachers and peers when appropriate.
- The majority of student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media.
- TEC is not responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.

Operating System and Security

- Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the district.
- The Chromebook operating system, ChromeOS, updates itself automatically.
- Chromebooks use the principle of "defense in depth" to provide multiple layers of protection against viruses and malware. There is no need for additional virus protection.
- TEC utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA).

Software - Google Apps For Education

- TEC students will use Google Apps for Education. Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Documents, Spreadsheets, Presentations, Drawings, and Forms.
- Students are not allowed to download any web apps or software without prior approval from a teacher.
- Students are responsible for any web apps and extensions installed on their assigned Chromebook.
- Inappropriate installed material will result in disciplinary action.

Vendor Warranty

- Chromebooks include a one year hardware warranty from the vendor.
- The vendor warrants the Chromebook from defects in materials and workmanship.
- The limited warranty covers normal use, mechanical breakdown, and faulty construction.
- The vendor will provide normal replacement parts necessary to repair the Chromebook or, if required, a Chromebook replacement.
- The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.

Loaner Chromebooks

- If needed, loaner Chromebooks may be issued to students.
- Availability of loaner Chromebooks is on a first come, first served basis, and is not guaranteed.
- A student borrowing a Chromebook will be responsible for any damage to or loss of the loaned device.
- Chromebooks on loan must be signed in and out daily. There is no guarantee that students will receive the same loaner Chromebook each day.
- Students should not save work to the hard drive of loaner Chromebooks.

Estimated Costs of Repair (*Subject To Change*)

In the event that your assigned Chromebook needs repair due to misuse, abuse, or accident, the following are approximate costs of Chromebook parts and replacements. TEC will determine if you are responsible for these costs based on the circumstances surrounding the damage.

- Replacement - \$350.00
- Screen - \$100.00
- Keyboard/Touchpad - \$75.00
- Power Cord - \$50.00

Privacy Expectations

School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally mandated guidelines. As mentioned previously, all devices on the school network go through a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites accessed by the end user. The filtering policies are a requirement of the Children's Internet Protection Act (CIPA). We do NOT share student information outside of the school.

However, student email is able to be reviewed by school personnel. School administrators can read all emails that students send or receive with their school email account to ensure appropriate use. For regulatory purposes, student email is automatically archived, so there is a copy of every

email that students send or receive for administrators to review, even if the student deleted the email message from their email account.

Appropriate Uses

SCHOOL-ISSUED CHROMEBOOKS SHOULD BE USED FOR EDUCATIONAL PURPOSES AND STUDENTS ARE TO ADHERE TO THE TEC ACCEPTABLE USE POLICY, THE SCHOOL HANDBOOK AND ALL OF ITS CORRESPONDING ADMINISTRATIVE PROCEDURES AT ALL TIMES.

STUDENT EMAIL GUIDELINES

TEC recognizes that electronic mail (email) is a valuable communication tool that is widely used across our society. We believe that, by providing you with a TEC student email account, you will have access to a powerful communication tool that will promote student-to-student and faculty-to-student collaboration and improve the efficiency and effectiveness of your work.

THERE IS NO EXPECTATION OF PRIVACY FOR STUDENT EMAIL ACCOUNTS

Email messages are not confidential and are considered public documents accessible to other parties under the Freedom of Information Act and other laws. Copies of all sent and received emails are archived and able to be reviewed by designated school officials, even if the message has been deleted from your account.

The following guidelines are provided to assist students in the effective use of email.

Uses for student email:

- You are encouraged to check your email at least once per day.
- Teachers may send email to you to communicate reminders, course content, pose questions related to classwork, etc.
- You may send email to teachers with questions or comments regarding class.
- You may send email to other students to collaborate on group projects and assist with school classes.

Student email permissions:

- It is expected that you will use email primarily to connect with other students and staff.
- See *How student email is monitored* to learn more about safeguards that have been established to protect you from inappropriate email practices.

Student emails to staff:

- You are encouraged to email staff concerning school-related content and questions.
- There is no requirement or expectation for staff to answer your email outside of their regular workday, although they certainly may if they choose.
- An unanswered email to a teacher would not excuse you from turning in an assignment.

General email guidelines for students:

- Email is to be used for school-related communication.
- Do not send harassing email messages or content.
- Do not send offensive email messages or content.
- Do not send spam email messages or content.
- Do not send email containing a virus or other malicious content.

General email guidelines for students – cont'd:

- Do not send or read email at inappropriate times, such as during class instruction unless authorized by the teacher.
- Do not send email to share test answers or promote cheating in any way.
- Do not use the account of another person.

How student email is monitored:

- All sent and received email messages are archived.
- The archive retains a copy of all sent and received messages even if you delete them from your inbox.
- Rules and filters are set up to monitor your email for profanity, harassment, and other inappropriate content.
- Student email that is identified as inappropriate will be blocked from delivery, and instead will be sent to the school administration.
- At any time and without prior notice, TEC reserves the right to monitor, inspect, copy, review, and store any and all email correspondence.
- Because email activity is considered public domain, no one (including staff) should have any expectation of privacy regarding such materials.

Consequences of misuse of email:

- Email is an integral part of research and class work. However, abuse of this technology can result in loss of privileges. Students who use the email system inappropriately may lose their access privileges and may face additional disciplinary or legal action.

CHROMEBOOK TIPS & TRICKS

You have been assigned a powerful mobile computing device for academic use while you are enrolled at TEC. While we encourage you to personalize your device and explore all its possibilities, we want to remind you of certain guidelines that we expect you to follow as you use your device:

DO:	DO NOT:
<ul style="list-style-type: none"> • Use your device to take notes in class. • Use your device to keep your school work organized. • Use the calendaring feature of your device to schedule appointments and establish reminders. • Use your device to organize your ideas, thoughts, and goals. • Use your device to create documents, presentations, and artwork related to school. • Use your device to collaborate with your peers on school work. • Use your device to communicate with your teachers about school-related work. • Use your device to perform research as instructed by your teachers. • Learn all the tips and tricks that you can about your device to help you be more productive. • Keep your device clean. A quick wipe of the screen and keyboard, with a dry cloth, will improve usability of the device. • Personalize the settings of your device to your liking. It's YOUR device. 	<ul style="list-style-type: none"> • Do NOT use your device to do anything illegal or that violates the Acceptable Use Policy. • Do NOT use your device for cheating on tests or homework. • Do NOT use your device to harass, bully, or intimidate anybody. • Do NOT use your device to play games while in school without permission from your teacher. • Do NOT use your device for recording without permission from a teacher. • Do NOT use your device to access inappropriate material. • Do NOT connect your device to any network without permission. • Do NOT use your device to contact people without any relation to your school work. • Do NOT use the device to attack or hack the school's network or any other network you connect to. • Do NOT tether your smart-phone. • Do NOT throw, bang, or mistreat your device. It's YOUR device. Keep it working.

STUDENT EMAIL TIPS & TRICKS

It is strongly encouraged that students get used to practicing good email writing, because breaking the rules of email "etiquette" could cost you a job or scholarship later on. In addition, improper use of your email account is considered a disciplinary issue. Please review the following guidelines for proper use of email:

When Using Your Email Account DO:	When Using Your Email Account DO NOT:
<ul style="list-style-type: none"> • Use rules of proper written English. • Spell-check your emails before sending them. • Use a polite tone in your emails. • Use email for contacting your teacher when face-to-face communication is not possible. • Use your email for school-related purposes. 	<ul style="list-style-type: none"> • Do not type emails like a text message. • DO NOT SHOUT (typing in All Caps is considered shouting). • Do not send forwards/chains to your teachers. • Do not use your school email to register at websites (e.g. Facebook or other social media sites), unless directed to do so by your teacher. • Do not email your teachers for casual conversation.

We hope you enjoy using your device and that it makes you more productive in school!

STUDENT AGREEMENT FOR CLASSROOM MOBILE DEVICE USE

A Mobile Device is defined as, but not limited to: Laptops, Chromebooks, NetBooks, iPods, iPads, and Kindles

I pledge to:

- Take good care of the Mobile Device assigned to my use.
- Use the Mobile Device in ways that are appropriate and educational.
- Protect the Mobile Device by carrying it safely.
- Never leave the Mobile Device assigned to me unattended.
- Keep the device clean and dry, away from food and beverages or water.
- Not use any cleaning products on the Mobile Device.
- Not place decorations (such as stickers, markers, etc.) on the Mobile Device.
- Not deface or remove the asset label.
- Not disassemble any part of the Mobile Device or attempt any repairs.
- Report to TEC any case of theft, vandalism, accidents, and repairs needed.
- Not use any personal accounts with a TEC owned Mobile Device without teacher permission.
- Return the Mobile Device and any peripherals (i.e., case, cable, power cord) in good working condition.

TEC CHROMEBOOK LOAN AGREEMENT

Participation in TEC's Chromebook program is subject to the following terms and conditions:

- The student must be actively enrolled at TEC.
- The Chromebook and related peripherals are on loan and remain the property of TEC.
- Both student and parent/guardian agree to adhere to the terms and conditions of the *Chromebook Care and Use Policy Guide*.
- The student shall be the exclusive user of this device and shall not grant access to any other individual, unless they are directed to do so by a teacher.
- The student must comply with all applicable software license agreements.
- Chromebooks and peripherals must be returned to TEC at the end of each school year or at the time of transfer or withdrawal from TEC.
- Chromebooks and peripherals will be returned in good condition with reasonable wear and tear as outlined in the *Chromebook Care and Use Policy Guide*.
- The Education Cooperative may charge a late fee and/or take disciplinary measures if for any reason the Chromebook and peripherals are not returned on or before the return date.
- The care and maintenance of the Chromebook and related peripherals are the responsibility of the student and parent/guardian while in their care. There will be a fee assessed if the Chromebook and/or peripherals are broken, lost, or damaged in cases where the equipment is not covered by insurance.

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ACKNOWLEDGEMENT

I have carefully read the TEC Phoenix Academy Handbook with my son/daughter. We understand the rules and regulations of TEC Phoenix Academy and agree to abide by them. We have read the TEC Acceptable Use Policy, Student Agreement for Classroom Mobile Device Use, and the TEC Chromebook Care and Use Policy Guide included in this handbook and agree to abide by the terms and conditions contained within these documents.

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____