**Community Outing Protocol “COP”**

**PreK-12**

**Community-Based Instruction**

[District} Public Schools Special Education Programs promote community awareness and integration through community outings to a variety of locations in the local and surrounding communities. Students are provided the opportunity to participate in instruction within the community through functional, academic, and recreational activities. Students will learn to use community services (e.g., MBTA, post office, bank, etc.). Community learning objectives are found within I.E.P.’s and provide students with the opportunity to generalize their academic, social, behavioral, and recreational or leisure skills in the natural environment.

Locations may include the following in the local and surrounding communities: restaurants and shops, areas of recreation, MBTA, cinemas, and other businesses and places of interest to our students that will meet an educational objective or an action plan from the Transition Planning Form, if applicable.

**Behavior Modification Program**

Individualized behavior modification programs focus on reducing problem behaviors while teaching socially acceptable replacement behaviors using Applied Behavior Analysis. Each Positive Behavior Support Plan (PBSP) will contain an individualized community safety protocol to be used in conjunction with the following guidelines to prevent and address problem behaviors:

* Maximize the use of preventative measures as outlined in the PBSP

*(The key to effective crisis management is to avoid crises through proactive strategies.)*

* Consider setting events that may trigger problem behavior

*(You can’t plan for every possible crisis scenario, but we can know our students.)*

* Remember, we can teach students alternative skills before and after, but not during a crisis
* Review PBSP with staff traveling with students and pair students with staff that have a good understanding of both the student and their behavior plan
* Concretely review the trip details prior to the community outing (i.e., destination, student expectations/rules, etc.)
* Bring a sufficient amount of reinforcers
* Bring individualized student supports (i.e., pictures, first/next schedule, fidget items, cheweys, transition activities, etc.)
* Bring student and staff emergency contact information and leave a copy with the school office.
* Bring a list of medical needs (e.g., EPI pens, medications presently taking or will need to take while on the trip), and student photo ID.
* Designate a point person for crisis intervention (e.g., B.C.B.A. if on trip, classroom teacher)
* Bring, “Community Card” to hand out to concerned people in the community
* Designate a person to make phone calls
* Designate a person(s) to ensure the safety of other students if a crisis occurs
* Designate a person to monitor health of individual if a protective movement is implemented
* Locate restrooms in the community and create a community bathroom protocol for students needing assistance
* Research the area and designate a location for calming if a crisis arises
* Bring a photo copy of the field trip and bus accident sections from the “Flip Chart for School Safety Response”
* Contact school nurse before your trip to see if any student in your class requires a nurse on the trip.

If a student has exhibited challenging behaviors that causes injury to self or others or has not taken prescribed medications one day prior to a community outing, that student will not be allowed to participate in the trip due to unsafe behavior. If a student has engaged in a high frequency or intensity of other challenging behaviors the day of or one day prior to a community outing, then the classroom teacher, BCBA, principal and/or assistant principal will decide if the student will be allowed to participate due to safety concerns.

Challenging behaviors may include:

* physical aggression that brings physical harm to adults or peers
* Bolting (running, leaving without permission)
* verbal assaults
* inappropriate touching
* stealing
* self-injurious behavior
* destruction of property/materials

**If a crisis occurs in the community:**

* Use personal safety procedures to manage the crises in the safest way possible
* Staff move themselves from the direct line of the student at a safe distance in a non-threatening posture and communicate with one another
* Staff neutrally provide the student with a gesture/pictorial/verbal cue to sit down or move to a safe area.
* Ensure the safety of other students – separate them from student in crisis
* Avoid physical contact; de-escalate physical confrontation
* Be aware of your verbal and nonverbal messages
* Give the student space and time to calm (e.g., 1-3 minutes, see individual PBSP)
* Do not engage in conversation or touch the student while the problem behavior is occurring (unless to implement a protective hold or movement)
* Use protective holding *only* if the student poses a threat to the safety of self or others; follow calm and release criteria
* Once the student has reached calm criteria, follow individualized PBSP to re-engage in community activity in progress
* If a student needs to return to school, use designated staff to return with student, ensuring coverage of students still on the trip or if necessary, return with all staff and students.
* Distribute community cards as needed
* If an emergency occurs
1. Call 911 or the local police [insert local police number] directly if
2. A student has injured themselves or another person and warrants this level of attention
3. A physical restraint has been used for 20 minutes
4. Call the Crisis Team [insert name and number of mobile crisis team] if behavior meets the crisis team criteria
* Contact the following people
1. Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [insert number]
2. Special Education Department: [insert number]
3. Parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Notify BCBA if not on trip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (specific to school/student)
* Write incident report using objective terminology and give to school principal and special education department – (include documentation of all protective movements used and who implemented each one and CC the liaison if needed)
* Review the incident with other team members and supervisors; create or revise behavior plan if necessary
* Hold a parent/guardian meeting or re-entry meeting as required by administration