

**ANNUAL
MANDATED CIVIL RIGHTS
TRAINING
2015-2016**

Easton Public Schools



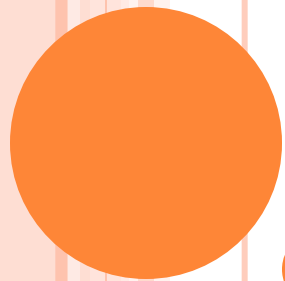
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PURPOSE OF TRAINING

This PowerPoint presentation is designed to provide the annual mandated Civil Rights training for all Easton Public Schools staff.

QUESTIONS ABOUT TRAINING

All questions regarding the information within this PowerPoint should be directed to **David Twombly** or **Theresa Skinner via email**. Staff may also contact David at 508-230-3200 X3. David will set up individual and/or group meetings with staff who have questions about the content of the training. Your building principals will be asking you to sign a document in your building main office indicating that you have received the information about each topic; that you understand the information provided; and that you know who to contact to ask clarifying questions.



CIVIL RIGHTS TRAINING

ANNUAL TRAINING – CIVIL RIGHTS

- Annual training is mandated by the Massachusetts Department of Elementary and Secondary Education.
- ALL employees are required to participate.
- This training protects individuals and the district and ensures that all employees know their rights and responsibilities.

LEARNING OBJECTIVES

- Participants Will Gain an Understanding of:
 - Key Civil Rights Laws
 - 504 Accommodation Plans
 - Behavior Restraint Procedures (Including new procedures to be implemented by January 1, 2016)
 - Mc-Kinney Vento Act “Homeless”
 - Confidentiality / FERPA
 - Anti-Bullying Procedures
 - Right to Know
 - Asbestos Hazard Emergency Response Act (AHERA)

WHAT IS NON-DISCRIMINATION?

- Easton Public Schools is committed to ensuring that all programs and facilities are accessible to all.
- We actively seek to prevent discrimination or harassment on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in accordance with applicable laws and regulations.

FEDERAL LAW: TITLE VI OF THE CIVIL RIGHTS ACT

- Protects against discrimination based on age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.
- Applies to students, parents, and employees.
- Prohibits discrimination in student class assignments or ability tracking, and protects English Language Learner (ELL) students.



FEDERAL LAW, TITLE IX TRAINING:

9

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 REGARDING SEXUAL HARASSMENT

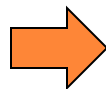
- Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance.
- Refer to the district sexual harassment policy for specifics regarding steps taken to investigate complaints.

<http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf>

TITLE IX: UNDERSTANDING SEXUAL HARASSMENT

- Sexual harassment creates a hostile environment due to inappropriate speech, materials, or actions.
- Sexual harassment of students is unwelcome conduct of sexual nature by:
 - school employees,
 - other students and
 - third parties.

School



TITLE IX: UNDERSTANDING SEXUAL HARASSMENT

- Sexual harassment of a student:
 - interferes with school or work performance.
 - creates an intimidating or offensive environment.
 - can deny or limit participation in school programs therefore.

TITLE IX: UNDERSTANDING SEXUAL HARASSMENT

- Examples of prohibited activities that might create a hostile work/learning environment might include:
 - vulgar or explicit sexually related epithets,
 - abusive language,
 - sexually explicit behavior or indecent exposure by students or employees,
 - and graffiti, posters or calendars.

TIPS FOR ADDRESSING HARASSMENT/DISCRIMINATION

- Monitor the school climate
- Foster respect and appreciation for diversity
- Implement measures to address harassment immediately and effectively

MORE TIPS FOR ADDRESSING HARASSMENT/DISCRIMINATION

- Collaborate with law enforcement
- Review crisis intervention plans
- Document and report all harassment incidents

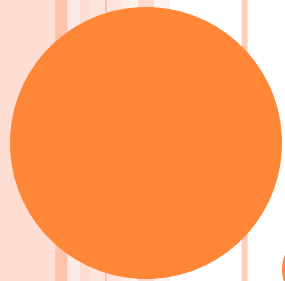
REPORTING REQUIREMENTS

- Any employee who believes he/she has been the victim of harassment or discrimination should report it immediately to the school principal or designee. In the event of an allegation against the principal, the matter should be reported to the superintendent and if against the superintendent, to the chair of the school committee.
- Any student, parent/guardian; and others who witness or become aware of an instance involving a student who believes he/she has been the victim of harassment or discrimination should report it to the school principal or designee, or Guidance Councilor as soon as possible.

REPORTING REQUIREMENTS

(CONTINUED)

- Active investigations will result from the report as applicable, and may result in sanctions up to suspension or dismissal.
- If the conduct violates the law, the appropriate authorities will be notified.



REHABILITATION ACT OF 1973

FEDERAL LAW: SECTION 504

- Requires that “No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity receiving federal financial assistance.”

FEDERAL LAW: SECTION 504

- A disability is an impairment that limits a person's major life activity (self-care, walking, seeing, learning, breathing, speaking, working).
- Reasonable accommodations/modifications must be made to provide access to programs and/or facilities in order to 'level the playing field'.
- No discrimination against a person with a disability will be permitted at Easton Public Schools.

FEDERAL LAW: SECTION 504

- Questions about eligibility and enforcement should be directed to the 504 coordinators in each building.
- 504 coordinators are:
 - Chris Getchell, Parkview School
 - Tom Higgins, Moreau Hall
 - Ann Weintrob, Center School

WHAT CONSTITUTES A 504 EVALUATION?

- A 504 Team includes individuals who are knowledgeable about:
 - the student,
 - evaluation data and
 - potential accommodations options.
- Sample Evaluation Information
 - Record Review
 - Student Observations
 - Informational Inventories/Formal Assessments
 - Teacher Reports
 - Student Work Samples
 - Medical/Health Data, Diagnosis Documentation



KEY 504 COMPLIANCE: STAFF RESPONSIBILITY

- Make programs and activities accessible to students within the Least Restrictive Environment, (LRE).
- Provide reasonable accommodations.
- Comply with and implement accommodations in student's 504 plans consistently.



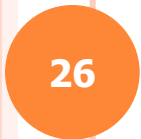
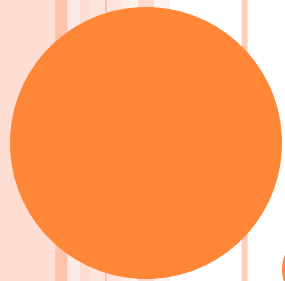
WHAT IS A REASONABLE ACCOMMODATION?

A reasonable accommodation:

- is a support or services that is provided to help a student fully access the general education curriculum or subject matter.
- does not change the content of what is being taught.
- is not unduly burdensome for the teacher or district.
- provides a level playing field, not an unfair advantage.

EXAMPLES OF REASONABLE CLASSROOM ACCOMMODATIONS:

- Adjust the length of an assignment
- Work in a small group
- Provide an individual work area
- Reduce extraneous noise
- Provide frequent check-ins to monitor for a student's understanding
- Simplify complex directions
- Provide the same content with lower level reading material



TITLE II TRAINING

FEDERAL LAW: TITLE II AMERICANS WITH DISABILITIES ACT (ADA)

- Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities.
- Additional information can be found at: <http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>

TITLE II ADA (CONTINUED)

- Prohibits discrimination against:
 - access to programs and facilities,
 - free appropriate public education (FAPE) for elementary and secondary students, and
 - employment.
- Applies to special education services, evaluations, IEPs, and student discipline.



MGL CHAPTER 119, SECTION 51A TRAINING

29

CARE AND PROTECTION OF CHILDREN UNDER 18 (51A)

- School personnel are mandated reporters **legally obligated** to contact the Massachusetts Department of Children and Families (DCF).
- If school personnel have reasonable cause to suspect physical, emotional or sexual abuse, or substantial risk of harm/neglect they **must** follow 51A reporting requirements.

51A REPORTING REQUIREMENTS

- Immediately consult with adjustment counselor, school psychologist and/or the building principal for assistance if abuse or neglect is suspected.
- Mandated reporters must immediately make an oral report to the Department of Children and Families (DCF), followed by a written report.
 - *Link to the 51A form:*
<http://www.mass.gov/eopss/docs/msp/missing/51a.pdf>
- Should the principal or counselor advise against filing, the staff member retains the right to contact DCF directly.

51A REPORTING REQUIREMENTS (CONTINUED)

- Reports for Easton students are filed at the Brockton DCF office.
- For additional information please refer to the *Mandated Reporter's Guide* at:
- <http://www.mass.gov/eohhs/docs/dcf/can-mandated-reporters-guide.pdf>.

PHYSICAL RESTRAINT GUIDELINES CRISIS PREVENTION AND INTERVENTION TRAINING

GENERAL OVERVIEW OF PHYSICAL RESTRAINT REQUIREMENTS FOR PUBLIC EDUCATION PROGRAMS

34

**Prepared by the Massachusetts Department of Education for use by Public Education Programs in Annual Staff Training.
*Edited by Easton Public Schools in August of 2015.**

CAUTION

- This presentation provides an overview of the regulatory requirements for the use of physical restraint, but does not iterate all of the detail in the regulations.
- All school staff should read and be familiar with the regulations.
- Viewing this presentation does not substitute for a careful reading of the full regulatory requirements.

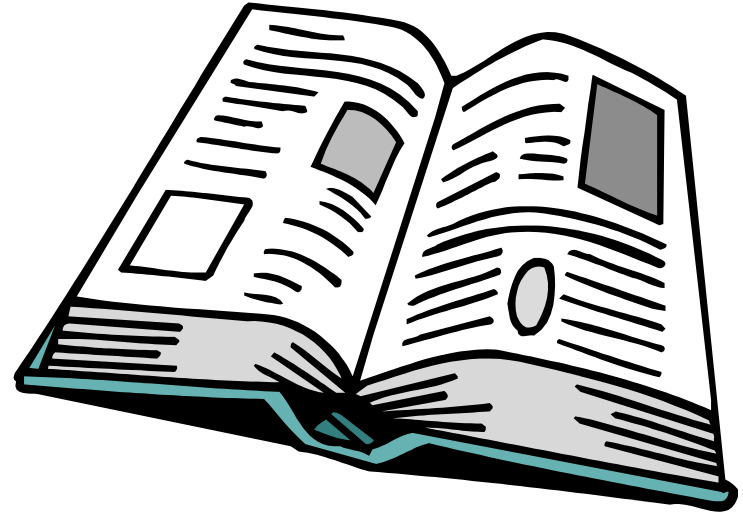
TRAINING IS IMPORTANT BECAUSE



- A safe school environment is better able to promote effective teaching and learning.
- Preparing appropriate responses to potentially dangerous circumstances helps to eliminate or minimize negative consequences.

READ THE REGULATIONS

- 603 CMR 46.00 -- these regulations apply to all public education programs including school events and school sponsored activities.



Lack of knowledge of the law will not protect you or your students from the consequences of inappropriate actions.

Regulations were revised in December of 2014, effective January 1, 2016 and are reflected in this training.

KEY ASPECT: TRAINING AND AWARENESS

Regulation
46.03(1 & 2)

○ Annually, For ALL staff - Review:

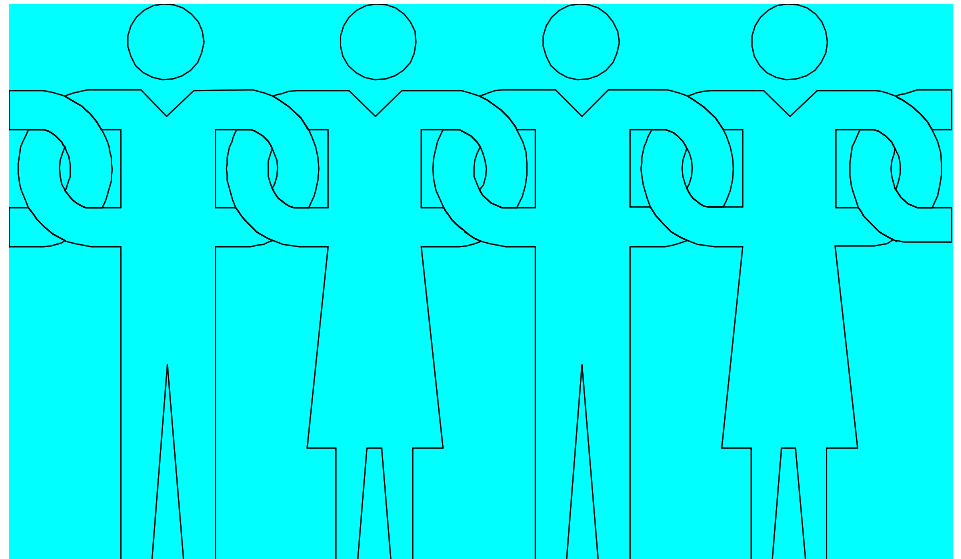
- School restraint policy
- Methods of prevention of need for physical restraint
- Types of restraint and related safety considerations
- Administering restraint in accordance with student's needs/limitations
- Required reporting & documentation
- Identification of selected staff to serve as information resource to school



FOR SELECTED STAFF: IN-DEPTH TRAINING - CONTENTS

- Prevention techniques
- Identifying dangerous behaviors
- Experience in restraining and being restrained
- Demonstration of learned skills

Regulation
46.03(4)



KNOWING THE TERMINOLOGY:

Regulation
46.02(3)

Physical restraint

“Direct physical contact that prevents or significantly restricts a student from movement.”

Not physical restraint:

“Touching or holding a student without the use of force” --- includes physical escort, touching to provide instructional assistance, and other forms of physical contact that do not include the use of force.

OTHER TERMINOLOGY:

Regulation
46.02(5)

- medication restraint – administration of medication for the purpose of temporarily controlling behavior. **Do not use!**
- mechanical restraint – the use of any device or equipment to restrict a student's freedom of movement. **Do not use!**

OTHER TERMINOLOGY:

Regulation
46.02(5)

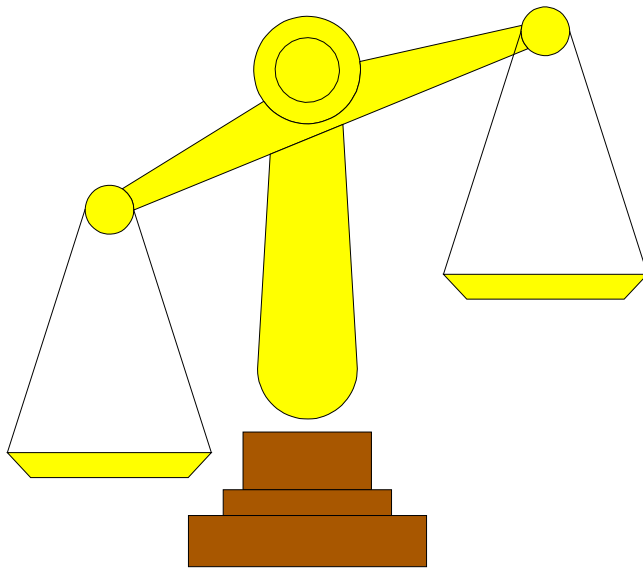
- seclusion restraint - “involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.” (Does not include a time-out) **Do not use!**
- time-out – “student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.”

EXTENDED RESTRAINT



- Longer than 20 minutes.
- Increases the risk of injury.
- Requires additional written documentation and is reported to the Department of Elementary and Secondary Education.

IS RESTRAINT GOOD OR BAD?



- It depends on how it is used.
- The definition of physical restraint does not identify negative or positive motives nor does it recognize negative or positive consequences.

WHEN MAY PHYSICAL RESTRAINT BE NECESSARY?

Regulation
46.04(1 & 2)

- When other, non-physical, interventions have been tried and failed or are judged to be inadequate to the circumstances.

AND

- a student's behavior poses a threat of **IMMINENT, SERIOUS, PHYSICAL HARM** to self and/or others



DO NOT USE PHYSICAL RESTRAINT

Regulation
46.04(3)



- When non-physical interventions could be used.
- As a means of discipline or punishment.
- As a response to property destruction, school disruption, refusal to comply, or verbal threats.

DO NOT USE PHYSICAL RESTRAINT (CONTINUED)



- When it is medically unsafe for reasons including, but not limited to, asthma, seizures, obesity, a cardiac condition, bronchitis, communication-related disabilities, or risk of vomiting.
- As a standard response for any individual. No individual behavior plan or Individual Education Program (IEP) may include restraint as a standard response to any behavior. Physical restraint must always be used as a last resort.

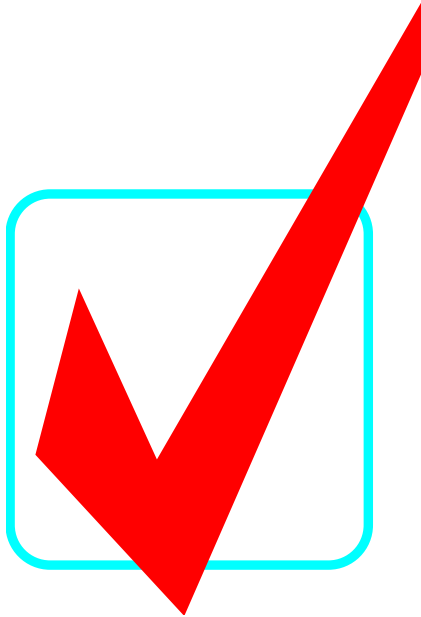
PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

Regulation
Section 46.05

- Remember training considerations.
- Have an adult witness if possible.
- Use only the amount of force necessary to protect the student or others.
- Use the safest method. Do not use floor or prone restraints unless you have received in-depth training.
- Discontinue restraint ASAP.

SAFETY REQUIREMENTS

Regulation
46.05(5)



- Make sure student is able to breathe and speak.
- Monitor physical well-being, monitor respiration, monitor skin color.
- If student experiences physical distress -- release restraint and seek medical assistance immediately.
- Know students' medical and psychological limitations and behavior intervention plans.

REGULATIONS DO NOT PROHIBIT OR LIMIT:

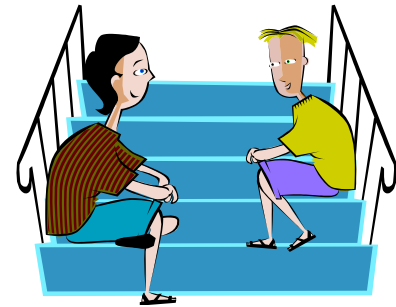
Regulation
46.04(4)

- The right to report a crime.
- Law enforcement, judicial authorities, or school security personnel from completing their responsibilities.
- Mandated reporting of neglect or abuse.
- The use of reasonable force to protect oneself, a student, or others.

FOLLOW-UP PROCEDURE: PREVENTION/LEARNING FROM THE EXPERIENCE

Regulation
46.05(5)(d)

- Following every restraint action taken, the circumstances should be discussed with the student, and with others, as appropriate.
- Ask: “How can we avoid this happening again?”



KEY REPORTING REQUIREMENTS

Regulation
Section 46.06

- When to Report: Report only restraints over 5 minutes or in **any** case of an injury (to student or staff).
- Notify School Administration: Notify school administration as soon as possible, & provide written report by the end of the next school working day to the principal. (If a principal administered the restraint, the written report must be reviewed by the director of student services.)

KEY REPORTING REQUIREMENTS

CONTINUED

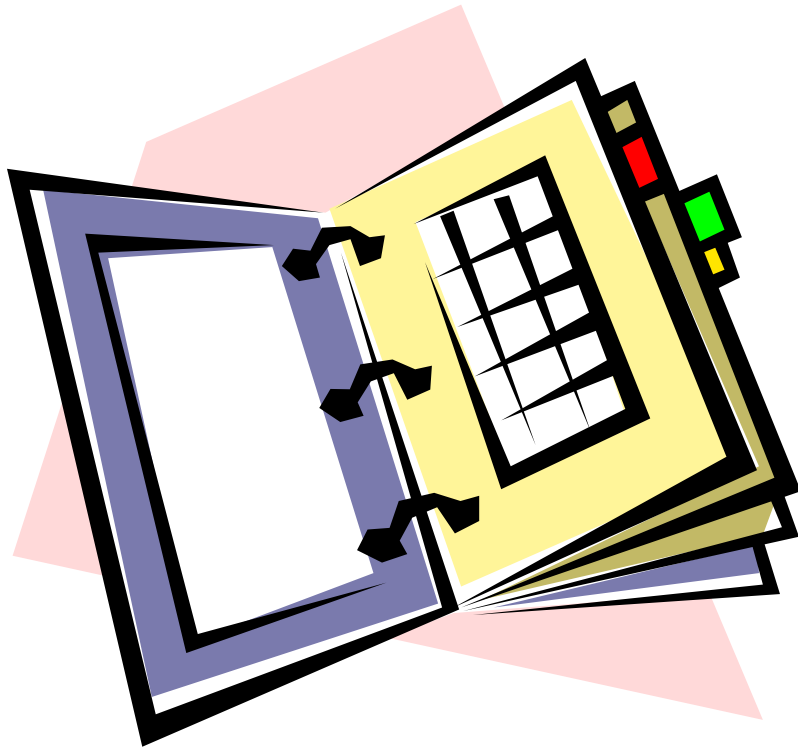
- Notify Principal: If a student is restrained for a period longer than 20 minutes, staff must gain approval to continue from the principal, and the decision will be made based on the agitation level of the student.
- Notify Parents: The principal or director of student services notifies the parent, verbally as soon as possible, and by written report within 3 school working days.

CONTENT OF WRITTEN REPORT

- What restraint was used?
- Who participated in the restraint? Observers?
- Who was informed and when?
- When did the restraint occur? (date/time)
- What was happening before, during, and after the restraint?
- Describe alternative efforts attempted and the outcomes of those efforts.
- What behavior prompted the restraint?
- Documentation of any injury to students or staff.
- Has the school taken, or will it take, any further actions, including disciplinary consequences?

KEY DATA KEEPING ASPECT: ONGOING LOG

Regulation
46.06(2)

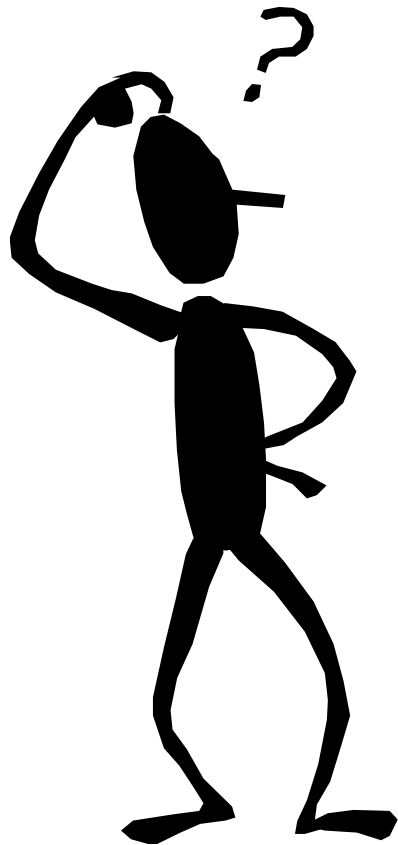


- School district maintains a log of all reported instances of physical restraint in the school.
- Use the log for review of incidences and consideration of school safety policies and procedures.

REPORTING TO THE DEPARTMENT OF EDUCATION

- Extended restraints (restraints over 20 minutes).
- Any time there is a serious injury.
- Send report within 3 school working days of restraint. Include log for 30 day period prior to restraint.
- Department may determine additional required action.
- At the end of each school year, the district will report all restraint activity data to the department.

WANT TO KNOW MORE?



- Find the revised restraint regulations at <http://www.doe.mass.edu/lawsregs/603cmr46.pdf#search=%22Restraint%22>

EASTON PUBLIC SCHOOLS IN-DEPTH RESTRAINT TRAINING

- **Who Receives In-Depth Training?**
 - Paraprofessionals in specialized programs are trained biannually.
 - At the beginning of each school year, building principals identify members of staff who will serve on the Crisis Team. The Crisis Team may include, but are not limited to:
 - *Principals, Assistant Principals, Nurses, School Psychologists, Adjustment Counselors, Guidance Counselors, Special Education Teachers, and/or Teachers.*

EASTON PUBLIC SCHOOLS IN-DEPTH RESTRAINT TRAINING

- **What Does In-Depth Training Consist of?**
 - Paraprofessionals in specialized programs and members of the Crisis Teams in each building are trained in Crisis Prevention Intervention (CPI).
 - CPI is an international nonviolent crisis intervention training organization that follows best practices and safe behavior management methods that focus heavily on prevention strategies.

THE CPI IN-DEPTH TRAINING CONSISTS OF:

- how to identify behaviors that could lead to a crisis,
- how to most effectively respond to each behavior to prevent the situation from escalating,
- how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent,
- how to cope with your own fear and anxiety,
- how to use CPI's Principles of Personal Safety to avoid injury if behavior becomes physical, and
- when it's appropriate to physically intervene.

THE CPI IN-DEPTH TRAINING CONSISTS OF: (CONTINUED)

- how to develop team intervention strategies and techniques,
- how to assess the physical and psychological well-being of those involved in a crisis,
- how to safely and effectively control and transport an individual,
- how to maintain rapport with the acting-out individual,
- key steps for debriefing after a crisis, and
- how to properly document an incident.

MGL 603 CMR 23.00

**CONFIDENTIALITY OF STUDENT RECORDS
TRAINING**

The Family Educational Rights and Privacy Act of 1974 (FERPA)

- FERPA protects the privacy of student education records and gives parents certain rights with respect to those records.
- Additional information can be found at

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

FERPA/STUDENT RECORDS

Parents (and students who are 14 or older) have the right:

- to inspect their child's file within two weekdays of a request,
- to inspect their child's file prior to any meeting regarding an IEP,
- to obtain copies of their child's record at no charge,
- to request that the information in their child's file be changed if they believe it to be inaccurate or if it violates the student's rights.

STUDENT/PARENT ACCESS

- Parents/students may also have school records inspected by a third party.
- A third party must have prior written consent from a parent authorizing a release of records.

ADDITIONAL THIRD PARTY ACCESS

EASTON PUBLIC SCHOOL STAFF SHALL ATTEMPT TO NOTIFY PARENTS/GUARDIANS IN ADVANCE OF COMPLIANCE UNDER THE FOLLOWING CIRCUMSTANCES:

- Court order/lawfully issued subpoena
- First responders in emergency situations
- Any school to which a student plans to transfer
- Department of Children & Families (DCF) or State and local authorities, within a juvenile justice system
- School officials with legitimate educational interests
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school

A NON-CUSTODIAL PARENT IS ELIGIBLE TO OBTAIN ACCESS TO THE STUDENT RECORD UNLESS:

- the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- the parent has been denied visitation, or
- the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

STUDENT RECORDS & CONFIDENTIALITY

- Authorized school personnel have access to student records including:
 - school administrators,
 - teachers,
 - counselors,
 - other professional working directly with a students in an administrative, teaching, counseling or diagnostic capacity,
 - administrative office staff and clerical personnel, and
 - evaluation teams.

STUDENT RECORD

- **Temporary Record** – Kept 7 Years After Graduation
 - Information in the records not contained in the transcript.
 - e.g., standardized test scores, extra-curricular activities, special education records, evaluations by teachers, counselors, and other staff.
- **Transcript** – Begins at H.S. – Kept 60 Years
 - Minimum data necessary to reflect student's educational progress.

“SOLE POSSESSION” RECORDS

- Records kept “in sole possession of the maker” **are not** considered part of educational records.
- Once these records are shared with others, via email or at special education Team meetings for example, they **are** considered educational records.

CONFIDENTIALITY OF STUDENT RECORDS

- All student records maintained in the school must be private and secure. Computerized systems should be electronically secure.
- School personnel should be aware of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H
 - *Link Below:*
<http://www.doe.mass.edu/lawsregs/603cmr23.html>).
- It is important that the information contained in student records is private and confidential.

STAFF REMINDERS

- ✓ Be sure to keep confidential information in a secure location.
- ✓ Do not discuss confidential information in a public space (hallway, cafeteria, faculty room).
- ✓ Do not use email to communicate confidential information.
- ✓ Remember that Educational Assessment B forms will become part of the student's record.
- ✓ Remember that all information, including personal notes and samples of student work shared at Team meetings become part of the student record.

McKINNEY-VENTO ACT -HOMELESS ASSISTANCE



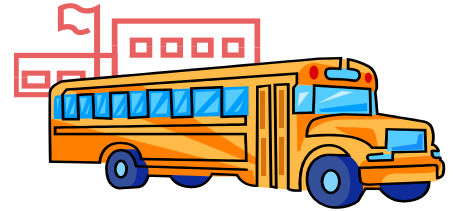
73

INDIVIDUALS WHO ARE ELIGIBLE TO RECEIVE SERVICES INCLUDE CHILDREN AND YOUTH WHO:

- do not have a permanent home,
- live in motels, hotels, trailer parks or camping grounds,
- live in state care and custody,
- live in cars, parks, public places, abandoned buildings, substandard buildings, or similar settings,
- share housing of other persons due to loss of housing, economic hardships, or a similar reason, and
- are considered an unaccompanied youth (youth not in physical custody of a parent or guardian).



RIGHTS UNDER MCKINNEY-VENTO ACT



- Homeless students go to school, no matter where they live or how long they have lived there. They must be given access to the same public education provided to other students.
- Homeless students continue in the school they attended before they became homeless or the school they last attended, if that is their choice and is feasible. David Twombly, the liaison for homeless education will assist them, if needed, and offer them the right to appeal a decision regarding their choice of school if it goes against their wishes.
- Homeless students receive transportation to the school they attended before they became homeless or the school they last attended, if they request such transportation.

RIGHTS UNDER MCKINNEY-VENTO ACT (CONTINUED)

- Homeless students attend a school and participate in school programs with students who are not homeless. Students cannot be separated from regular school programs because they are homeless.
- Enroll in school without giving a permanent address. School cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services, if needed as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

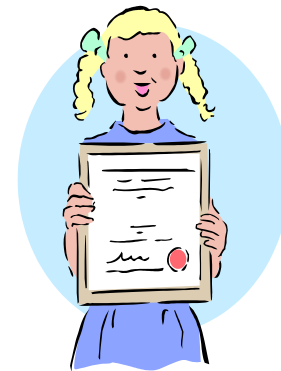
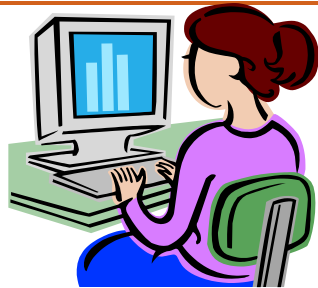
MCKINNEY VENTO ACT

STAFF RESPONSIBILITIES

- Notify your building principal if you become aware of a student living in temporary residence.
- The building principal will follow-up with families to verify residency status and will notify David Twombly, Easton Public School's Homeless Liaison, to determine eligibility for services.

FOR MORE INFORMATION:

- To learn more about the McKinney-Vento Act, visit the Department of Education website at: <http://www.doe.mass.edu/mv/>



- “All Homeless Children must have full and equal opportunity to succeed in school and receive educational services.”

**BULLYING AND CYBER
BULLYING LAW, M.G.L. c. 70
SECT. 370**

EASTON PUBLIC SCHOOLS' COMMITMENT

- Easton Public Schools (EPS) is committed to providing our students equal educational opportunities and a safe learning environment free from bullying and cyberbullying, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This commitment is an integral part of the EPS' comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

BULLYING WILL NOT BE TOLERATED!

- Easton Public Schools will promptly investigate all reports and complaints of bullying and cyberbullying.
- We will take prompt, effective action to end that behavior and prevent its reoccurrence.
- Action will include, where appropriate, referral to a law enforcement agency.
- Easton Public Schools will support this commitment in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

WHERE AND WHEN DOES BULLYING OCCUR?

Bullying tends to happen most often in and around schools — specifically in those areas where there is little or no adult supervision and in times of less structure, including but not limited to the following:

- playground and recess,
- when waiting to go on or off the bus,
- at dismissal time,
- hallways,
- cafeterias, and
- classrooms, especially during transition times.

AN ACT RELATIVE TO BULLYING IN SCHOOLS

“Bullying” as defined in M.G.L. c.71, s.370, is the repeated use by one or more students or by a member of a school staff including, but limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target.

DEFINITION OF BULLYING (CONTINUED):

- causes physical or emotional harm to the victim or damages the target's property,
- places the target in reasonable fear of harm or damage to his property,
- creates a hostile environment at school for the target, and
- infringes on the rights of the target at school; or materially and substantially disrupts the education process or orderly operation of a school.

AN AGGRESSOR IS DEFINED AS:

- a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria, workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals who engages in bullying, cyber-bullying, or retaliation.

CYBER-BULLYING

- **Cyber-Bullying**, as defined in M.G.L. c.71, s.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.

CYBER-BULLYING SHALL ALSO INCLUDE:

- the creation of a web page or blog in which the creator assumes the identity of another person,
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is inclusive of any of the characteristics of bullying, and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions in the definition of bullying.

DEFINITION OF HOSTILE ENVIRONMENT

- “Hostile environment” means, a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

RETALIATION IS PROHIBITED

- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

RESPONDING TO ALLEGATIONS OF BULLYING

- A member of a school staff (this means everyone) shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the building principal.

RESPONDING TO ALLEGATIONS OF BULLYING

- It is important to report ALL negative behaviors directed from one student to another. If multiple staff are observing similar negative behaviors, it may be a case of bullying.
- For example: If you see a student laughing at a slow reader or a stutterer, you should report this. There is an imbalance of power and it may be going on in multiple environments, not just your classroom.

CONFIDENTIALITY

- Reports of bullying should be kept completely confidential, consistent with necessary investigation procedures and legal restraints on the dissemination of information about students with the goal of protecting the victim and stopping the behavior.

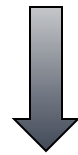
BULLYING INTERVENTION AND PREVENTION PLAN

- Easton Public Schools has developed a Bullying Intervention and Prevention Plan as required by state law which can be found in the Easton Public Schools' Student Handbook

- *Link Below:*

<http://www.oliverames.org/downloads/StudentHandbook15-16.pdf>

School



RIGHT TO KNOW LAW

CHAPTER 11F MA. GENERAL LAWS

PUBLIC SECTOR EMPLOYEES

- **Workplace Notice-** is posted in a central location
- **Annual Training-** for employees who work with toxic or hazardous substances.
- **Material Safety Data Sheets (MSDS)-** are maintained on all cleaning solutions used in the buildings.
- **Labeling-**All containers more than 5lbs or more than a gallon containing toxic or hazardous substances must be labeled with the chemical name and substance.
- **Non-Discrimination-** An employee who believes he or she has been discharged, disciplined, or in any other manner discriminated against by an employer for exercising rights granted under the law has 180 days following the violation of the Law to file a complaint
- **Poster:** <http://www.mass.gov/lwd/docs/dos/rtk/rtk-poster.pdf>

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

- In compliance with the Asbestos Hazard Emergency Response Act (AHERA), this is regulated by the Environmental Protection Agency, the Easton Public Schools are submitting this annual notice to all the appropriate parties
- Completion of two (2) six month surveillance reports and copies are filed at the central office
- Every three (3) years an outside vendor performs an inspection of the buildings and files an AHERA Report which is kept on file at each building and central office

Test your knowledge of Civil Rights!

FEDERAL LAWS REQUIRE _____

A: Full compliance and accountability

B: District-Wide coordinators

C: Grievance procedures

D: Oversight by office of civil rights

E: All of the above

TITLE VI CIVIL RIGHTS ACT OF 1964 PROHIBITS
DISCRIMINATION, EXCLUSION FROM PARTICIPATION
AND DENIAL OF BENEFITS BASED ON _____

A: sex in educational programs
receiving federal funding

B: disability in the areas of employment

C: race, color or national origin in
programs receiving federal funding

D: disability in the areas of educational
programming and activities

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITS DISCRIMINATION, EXCLUSION AND DENIAL OF BENEFITS BASED ON _____

- A: sex in educational programs receiving federal funding
- B: disability in the areas of employment
- C: race, color or national origin in programs receiving federal funding
- D: disability in the areas of educational programming and activities

TITLE I OF THE AMERICANS WITH DISABILITIES
ACT OF 1990 PROHIBITS DISCRIMINATION,
EXCLUSION AND DENIAL OF BENEFITS BASED ON

- A: sex in educational programs
receiving federal funding
- B: disability in the areas of
employment
- C: race, color or national origin in
programs receiving federal funding
- D: disability in the areas of educational
programming and activities

TITLE II OF THE AMERICANS WITH DISABILITIES
ACT OF 1990 PROHIBITS DISCRIMINATION,
EXCLUSION AND DENIAL OF BENEFITS BASED ON

- A: sex in educational programs receiving federal funding
- B: disability in the areas of employment
- C: race, color or national origin in programs receiving federal funding
- D: disability in the areas of educational programming and activities

SEXUAL HARASSMENT OF A STUDENT CAN DENY OR LIMIT PARTICIPATION IN SCHOOL PROGRAMS, AND IS THEREFORE A FORM OF SEX DISCRIMINATION.

A: True

B: False

DISCRIMINATION AND HARASSMENT CAN _____

A: threaten a student's physical and/or emotional well-being.

B: influence how well a student does in school.

C: make it difficult for a student to achieve his/her goals.

D: All of the above

A BEHAVIOR CAN BE CALLED BULLYING WHEN

A: it occurs more than once.

B: it has a negative impact on a student emotionally and/or physically.

C: there is an imbalance of power.

D: All of the above

AS STAFF, YOU SHOULD REPORT AN INCIDENT OF POTENTIAL BULLYING WHEN

A: you have observed a negative behavior directed from one student to another **more than once**.

B: you have observed a negative behavior directed from one student to another **one time**.

THE LAW PROHIBITS BULLYING _____

A: at school only.

B: at school, during school related events, on the bus, and whenever bullying affects the school environment.

C: at school and on the bus.

TRAINED STAFF SHOULD RESTRAIN A STUDENT _____

A: when the student is disrupting the classroom.

B: as a response to property destruction.

C: when a student's behavior poses a serious threat, physical harm to themselves or others, and other interventions were unsuccessful.

D: when the student is making verbal threats and other students are becoming fearful.

E: All of the above.

THE MC-KINNEY VENTO ACT PROTECTS
STUDENTS WHO ARE _____ .

A: disabled

B: suspended/excluded

C: homeless

HOMELESS STUDENTS ARE ELIGIBLE FOR
FREE LUNCH AND BREAKFAST, AS WELL AS
FREE TRANSPORTATION TO/FROM SCHOOL.

A: True

B: False

A FAMILY THAT DOUBLES UP WITH A
RELATIVE OR FAMILY FRIEND ARE
CONSIDERED HOMELESS.

A: True

B: False

ALL STUDENT RECORDS MUST BE KEPT
FOR 60 YEARS POST-GRADUATION.

A: True

B: False

ADDITIONAL INFORMATION

- All staff received the Teacher/Staff Handbook which included the following policies:
 - Easton Public Schools Bullying Intervention and Prevention Plan
 - Easton Public Schools Bullying and Cyber-Bullying Policy
 - Easton Public Schools Abbreviated Reference to the Legislation and Specific Criteria of Civil Rights Laws, and School and District Coordinator Information
 - Easton Public Schools Physical Restraint Guidelines

ANY QUESTIONS?

- Please direct all questions to David Twombly, Director of School Operations or Theresa Skinner, Director of Student Services, via email or phone.

dtwombly@easton.ma.us

508 230 3200 X3

tskinner@easton.k12.ma.us

508 230-3200 X4