

FY20 GD Mandatory Training Manual



In this manual, there are four district mandatory trainings. All employees are required to review the manual in its entirety. Once you have reviewed the manual, you will sign off that you have read, understand, and will comply with all district mandatory training requirements. If you have any questions, please contact Justin Williams, Director of Human Resources.

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Section 1: District Theory of Action

Strategic Plan Executive Summary

Vision: Below is the vision for our school district. It is the depiction of what we hope to be.

- **Embrace a growth mindset.** In our district, talents and abilities develop through effort, purposeful teaching, and persistence. Our students become curious, engaged learners ready to become positive contributors to local and global communities.
- **Eliminate inequities for all students.** Our students are an active part of the design and delivery of their own education so they become self-directed, creative problem solvers. Our universally designed, tiered instructional model meets the needs of all students, is based on a comprehensive standards-based curriculum, and assessed by authentic tasks.
- **Broaden the meaning of success.** We have an expansive definition of student success that encompasses academic achievement, integrated arts, athletics, as well as social, emotional, and behavioral learning.
- **Create environments for innovation.** Our schools provide interactive, inclusive environments that enhance student success through design, technology, creative spaces, and collaboration.

Theory of Action

If we implement a multi-tiered system of support built on a foundation of Universal Design for Learning, PBIS, and social emotional learning, establish a financially sustainable model, and engage with our community, then we will reach our vision of guiding students to learn today, lead tomorrow, and reach the world.

Our Strategy

Curriculum, Instruction, and Assessment

Objective: In order to increase achievement for all students, we will develop and implement a multi-tiered system of support with a focus on frameworks-based curriculum, Universal Design for Learning (UDL) and evidence-based practice.

Initiative: *GDRSD will develop and deliver a comprehensive tiered instructional model focused on academic excellence.*

Social, Emotional, and Behavioral Learning

Objective: In order for students to feel safe and be able to focus on learning, we will develop and implement a multi-tiered system of support with a focus on positive behavior interventions and supports (PBIS) and social and emotional learning (SEL) for all students.

Initiative: *GDRSD will develop and implement a model of inclusive practice that includes PBIS and SEL.*

Community Engagement

Objective: In order for our students to become civic minded contributing citizens, we will enhance opportunities for students to positively interact with local and global communities.

Initiative: *GDRSD will develop and implement a plan for local and global partnerships.*

Operations and Management

Objective: In order to develop a system of sustainability, we will improve our district efficiency, acquire additional revenue, and enhance the effectiveness of our financial framework to provide district resources that meet the needs of all students.

Initiative: *GDRSD will engage in a programmatic review process (to find efficiencies) and pursue additional revenue sources to fund critical areas of need outlined in the district Equity Audit and ongoing data analysis.*

Section 2: Bullying Refresher Training

Introduction

M.G.L. c.71 370 and the District Bullying Prevention and Intervention Plan (BPIP) prohibit bullying, cyberbullying and retaliation:

- On school grounds, at school-sponsored or school-related activities, functions, or programs 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 electronic device owned, leased or used by a school district or school.
- 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 a school if the bullying creates 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 the school.

What is Bullying?

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses or has reliable information about bullying is also prohibited. GDRSD will investigate bullying, cyberbullying and retaliation incidents in a fair, timely, and thorough manner while being mindful of personal privacy rights and the stigma that a student may incur from being labeled in some way or another. Verified incidents of bullying, in all its forms, will be dealt with firmly. Dispositions will begin with education and, when deemed necessary, will move to progressively sterner measures.

Who is Involved with Bullying

- "Perpetrator", a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.
- "Victim", a student against whom bullying or retaliation has been perpetrated.
- "Bystander", those who witness the bullying.

Vulnerable Populations

Each district bullying plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating 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 1 or more of these characteristics.

Children with Disabilities M.G.L. c.71B, § 3

Whenever the evaluation of the IEP team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the IEP shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Reporting Bullying, Cyberbullying or Retaliation

Reports of bullying, cyberbullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing. A school or district staff member shall immediately report to the principal or to the principal's designee any instance of bullying, cyberbullying or retaliation he/she becomes aware of or witnesses.

All bullying referrals will be evaluated and/or investigated. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously without disclosing the aggressor. Each school will make a variety of reporting resources available to the school community.

Reporting by Staff

As staff members become aware of or witness conduct that may be regarded as bullying or retaliation, he/she shall respond to the incident and report it to the designated school personnel per district policies.

Reporting by Students, Parents or Guardians, and Others

In an effort to keep its students safe, the GDRSD believes it is the responsibility of students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student, to report it to designated school personnel as soon as possible. Reports that are made anonymously will be investigated before any contact is made with the aggressor or the target.

A student who knowingly makes a false allegation of bullying, cyberbullying or retaliation will be subject to disciplinary action as determined by the Principal or his/her designee.

Responding to a Report of Bullying, Cyberbullying or Retaliation

Safety

Once an initial report of bullying or retaliation has been brought to the attention of school personnel, the designated school personnel will take appropriate action(s) to maintain a sense of safety for all parties involved in the report, including the target, the aggressor and the reporting party (if it is a student). Once designated school personnel have made a determination regarding the validity of the report, additional steps and modifications will be made to keep students safe.

In creating a safety plan, appropriate accommodations may be indicated to limit the interaction between the target and the aggressor throughout the course of the school day. This would include but is not limited to, the classroom setting, the cafeteria, recess and school bus seating assignment.

The Principal or his/her designee will implement safeguards to ensure that all students involved in the incident are protected during the course of the investigation process. All students will be reminded by the Principal or his/her designee that retaliation is strictly prohibited and will result in disciplinary action.

Obligations to Notify Others

Notice to Parents or Guardians. Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian of the target and the aggressor of the incident. At this time, parents/guardians will also be informed of the investigation and

disciplinary procedures that may follow. There may be incidents where parents are notified prior to the investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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

Notice to Law Enforcement. At any point after receiving and/or investigating a report of bullying, cyberbullying or retaliation, if the Principal or the principal's designee determines that criminal charges may be warranted, the principal will notify the local law enforcement agency of said incident. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or the principal's designee will contact the local law enforcement agency if he or she has reasonable evidence to believe that criminal charges may be pursued against the aggressor.

Investigation

The Principal or his/her designee will promptly investigate all reports of bullying, cyberbullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the Principal or his/her designee will interview students, staff, witnesses and parents or guardians. The Principal or his/her designee will remind the alleged aggressor, target, and all witnesses that retaliation is strictly prohibited and may result in disciplinary action. Interviews will be conducted by the Principal or his/her designee, in consultation with the school counselor. To the extent practicable, the Principal or his/her designee will maintain confidentiality throughout the investigative process and will maintain a written record of the investigation.

Determinations

If the incident is verified to be bullying, cyberbullying or retaliation, an immediate meeting will be arranged by the school official with the aggressor and the aggressor's parents or guardians. In the meeting, it will be made clear to both the aggressor and the aggressor's parents or guardians that bullying, cyberbullying and/or retaliation will not be tolerated in the Groton-Dunstable Regional School District. A meeting may also take place with the target and target's parents or guardians.

Depending on the level of the incident, local authorities may be informed of such incident(s) and the school will follow the recommendation from local authorities in resolving the continued behavior of the aggressor.

Upon completion of an investigation of bullying, the parents of the alleged target and aggressor shall be notified in writing of the determination of the Principal, or designee, regarding a complaint of bullying that is investigated. Said written determination shall inform the target of the target's right to access the Department of Elementary and Secondary Education's Problem Resolution System if the target believes that the investigation and/or determination was not conducted in accordance with applicable laws and the Groton-Dunstable Regional School District's Bullying Prevention and Intervention Plan.

Responses to Bullying

Bullying behavior can take many forms and can vary dramatically in its level of seriousness and what impact it has on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying," as defined in this Bullying Prevention and Intervention Plan, will generally warrant disciplinary action against the aggressor, whether and to what extent disciplinary actions are imposed (e.g., detention, suspension, etc.) is a matter for the professional discretion of the Principal or his/her designee. No disciplinary action will be taken solely on the basis of an anonymous complaint. District administrators will integrate a range of responses that balance the need for accountability with the need to teach appropriate behavior. The needs and safety of the target will also be considered as part of restoring resolution to the bullying matter.

Verified acts of bullying shall result in intervention by the building Principal or his/her designee and will address the acts of the aggressor and the needs of the target and assure the sanction against bullying behavior is enforced with the goal that the bullying behavior will cease and desist. The expectations and consequences for non-compliance will be documented in a Bullying/Cyberbullying Contract Agreement for the aggressor, and must be signed by the aggressor and his/her parents or guardians. The aggressor may be required to meet with a school counselor in an effort to learn about the dangers and life consequences of bullying and how it may affect the aggressor, bystanders and the target. During these sessions, the aggressor will work on his/her social skills development and be taught how to promote self-control and empathy. The Principal or his/her designee will also meet with the target and the target's parents/guardians, to go over a Safety Plan which documents actions to ensure safety for the target.

The following are possible interventions for bullying incidents:

Non-disciplinary Interventions may include

- Meeting with parents/guardians to engage parental support

- Counseling
- Increased supervision and monitoring of student to observe and intervene in bullying situations
- Peer Mentoring
- Life Skills Groups
- Role Playing Activities
- Research Projects
- Skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

Disciplinary Interventions may include detention, in school suspension, out of school suspension, community service, and/or judiciary committee.

The Principal or his/her designee will make determinations regarding how to integrate the target back into the school environment and whether adjustments need to be made to ensure his/ her safety (i.e., increased staff supervision, classroom seating changes, bus changes, etc.).

Following a verified incident of bullying, the Principal or his/her designee will meet with the target to ensure that he/she is safe and to determine whether there has been a recurrence of the prohibited conduct. If so, the Principal or his/her designee will work with appropriate school staff to implement additional supportive measures immediately. Where an eligible student with a disability is found to have engaged in or to have been the target of bullying, the student's IEP or Section 504 Team shall be convened to consider the impact of such bullying upon the student's educational services and the need for additional services or support to enable the student to avoid further bullying.

Harassment

The Groton-Dunstable Regional School District strictly prohibits discrimination and/or harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or parenting status or homelessness and will promptly investigate and respond to all complaints of discriminatory harassment in accordance with applicable state and federal laws and regulations. M.G.L. c. 76, § 5.

Any individual who witnesses, becomes aware of, or believes that they have been subjected to harassment or discrimination on the basis race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or parenting status or homelessness should immediately contact the building Principal. Retaliation against any individual who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is strictly prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including long-term suspension from school.

Consequences for Ignoring Bullying

In addition to state law, there are liability issues. Schools may be found liable if it can be shown that:

- The school environment has been altered for targeted students
- Any staff member knew or should have known
- There was a failure to act

Section 3: Student Rights and Confidentiality

Student Rights in Federal Laws

- **Title IX of the Education Amendments of 1972:** Prohibits discrimination and harassment on the basis of sex (including sexual orientation and gender identity)
- **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination and harassment on the basis of race, color, national origin (including religion)
- **Section 504 of the Rehabilitation Act of 1973:** Prohibits discrimination and harassment on the basis of disability
- **Title II of the Americans with Disabilities Act:** Prohibits discrimination on the basis of disability
- **The Individuals with Disabilities Education Act:** Requires school districts to provide eligible students with disabilities a free appropriate public education

Student Rights in State Law

- **M.G.L. c.76, § 5** Prohibits discrimination in all public schools on the basis of race, color, gender, gender identity, national origin, religion, sexual orientation, disability, and homelessness.
- **M.G.L. c.151C** Prohibits sexual harassment – education
- **M.G.L. c.119, § 51A** Reporting abuse
- **M.G.L. c. 71, § 34 (A-H)** Student records, 603 CMR 23.00
- **M.G.L. c.71B** State special education statute, 603 CMR 28.00
- **M.G.L. c.71, §§ 37H, 37H1/2, 37H3/4** Student discipline, 603 CMR 53.00

Discrimination & Harassment

It is the policy of the Groton-Dunstable Regional School District not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Chapter 622 of the Acts of 1971, and Section 504 of the Rehabilitation Act. Also, students will not be excluded for reasons of marriage or pregnancy.

Civil Rights Act of 1964

- Title VI of the Civil Rights Act prohibits discrimination by covered employers on the basis of race, color, religion, sex (includes pregnancy), or national origin. Title VII also prohibits discrimination against an employee because of his/her association with another individual of a particular race, color, religion, sex (includes pregnancy), or national origin.

- Title IX prohibits discrimination on the basis of sex in any school or program receiving federal funds.

What is a Title IX Violation?

- Excluding any student from participating in, or accessing the benefits of, any program or activity receiving federal funds on the basis of gender.
- Sexual harassment by a school employee.
- Failing to respond appropriately to instances of student on student sexual harassment.
- Visit <https://www.knowyourix.org/college-resources/title-ix/> to learn more about Title IX violations in schools.

What is Sexual Harassment?

- Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment

Reporting Harassment and Discrimination

Respond to ALL reports and complaints of harassment or discrimination. To respond is to:

- Intervene;
- Report;
- Investigate: All complaints of discrimination and harassment will be investigated.
- Communicate: Upon completion of the investigation, the complainant and accused will be informed of the outcome and a written report will be filed with the appropriate coordinator. Corrective action should be immediate and reasonably calculated to eliminate the harassment or discrimination. Restore nondiscriminatory environment for the victim. Provide emotional and psychological support.

Any individual who believes that he/she has been discriminated or harassed or has witnessed or been informed about the harassment or discrimination of another should notify the building Principal, Dr. Katie Novak, Title IX and Civil Rights Coordinator, Jill Greene, 504 Coordinator, or the Superintendent.

Protections for Students Who Are Homeless

The Every Student Succeeds Act (2016) amended the McKinney-Vento Homeless Assistance Act:

- A student's homelessness status is confidential information protected by FERPA;

- School Districts must have policies that remove barriers to enrollment and retention of students who are homeless;
- School Districts must have policies to prevent students who are homeless from being stigmatized or segregated on the basis of their status as homeless

Protecting Children From Abuse and Mandatory Reporting

M.G.L. c.119, § 51A: Requires that all “mandated reporters” report suspected cases of abuse and/or neglect to the office of the Department of Children and Families of the town in which the child resides.

Reporting Suspected Abuse

- If you suspect abuse of a child, contact the building Principal, the Director of Pupil Personnel Services or the Guidance immediately.
- The appropriate administrator will then make an oral report of suspected abuse to the Department of Children and Families and, within 48 hours, will file a written report.
- If you fail to report suspected abuse or neglect you are subject to civil penalties of up to \$5000.
- Mandated reporters are immune from liability so long as there is some reasonable basis for the report.

The Disabled Persons Protection Commission (DPPC)

- An independent state agency responsible for investigating complaints of abuse of adults (including adult students) with disabilities (18-59)
- Suspected abuse of any student with a disability who has reached 18 years of age must be reported
- Instances of suspected abuse or neglect must be reported immediately to the DPPC 24-hour Hotline at 1-800-426-9009.

Student Records and Privacy

Federal and state laws and regulations strictly prohibit the unauthorized disclosure of student records and personally identifiable information. Protected student information includes, but is not limited to:

- Attendance
- Grades
- Testing Reports
- Achievement
- Honors/Awards
- Discipline Records
- Homeless Status

The following is a summary of parent and student rights under Massachusetts state laws and regulations (603 CMR 23.00) pertaining to student records and the Family Educational Rights Privacy Act (FERPA).

Student Record: The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that are maintained by the school district and are organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law.

Parent: A student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Eligible Student: A student who has reached fourteen (14) years of age or who has entered 9th grade. Upon reaching 18 years of age, the adult student may submit a written request to the principal or to the Superintendent of Schools to limit the rights of the parent(s) to request the amendment or release of the student record. Under Massachusetts law, however, a student cannot limit the right of the parent(s) to inspect the student record regardless of the Student's age. M.G.L. c. 71, § 34E.

Authorized School Personnel:

(a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

(b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(c) The Evaluation Team which evaluates a student.

Confidentiality of Student Record

With few exceptions, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student may access information in the student record without the informed written consent of the parent or eligible

student. For additional information regarding the release of student records to third parties, please see 603 CMR 23.07.

A Log of Access shall be included in the student record documenting the release of student records to individuals or entities other than authorized school personnel, the parent(s) and/or the eligible student.

Student Directory Information

GDRSD may release to third parties, without prior consent, a student's name, address, telephone number, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans. Parents and eligible students do, however, have the right to submit a written request that the student's directory information not be released without prior consent. Such written requests must be submitted to the Principal by October 1st.

Inspection of Student Record

Parents and/or eligible students have the right to inspect the student's permanent and temporary record. The record must be made available to the parent and/or eligible student within ten (10) calendar days of a request to access the student record, unless the parent and/or eligible student consents to an extension of this timeframe. If the parent and/or eligible student requests copies of the student records, the district may impose a charge for the actual reproduction cost of the records requested.

The Parents and/or eligible student have the right to meet with qualified school personnel and to have the contents of the student record interpreted. Parents and/or eligible students also have the right to have the student record inspected or interpreted by a third party of their choice at private expense.

Amendment of the Student Record

Parents and eligible students have the right to add relevant comments, information, or other written materials to the student record. If a parent or eligible student believe that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, the parent and/or eligible student shall present the objection in writing and shall have the right to meet with the principal or a designee. Parents shall be notified of any request by an eligible student between 14 and 18 years of age to amend the student's student record.

Within one (1) school week of such a meeting or written request, the principal will issue a written decision on the request to amend the student record. Parents and eligible student shall have the right to appeal the principal's decision to the Superintendent of Schools. Parents and eligible students shall have the right to request a hearing before the School Committee if they disagree with the Superintendent's decision on any such appeal.

Transfer of Student Record

GDRSD will forward the student record of any student who seeks or intends to transfer to another public school or school district, upon request of the receiving school/school district. The written consent of the parent(s) and/or eligible student shall not be required prior to releasing records to the receiving school/school district.

Access by Non-Custodial Parent to Student Records

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) has the right, subject to certain procedures, to access his/her child's student record. A non-custodial parent who wishes to access the student record must submit a written request annually to the school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information.

In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, § 34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, § 34H; 603 CMR 23.07.

Destruction of Records

While a student is enrolled in a school, the principal or a designee may periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provide. The District shall also destroy all documents contained in the student's temporary record within seven (7) years of the student's graduation, transfer or withdrawal from the school district. Prior to the destruction of temporary records, the parents and eligible student shall be notified in writing and provided with an opportunity to obtain a copy of any records to be destroyed. A copy of such notice shall be placed in the temporary record.

In accordance with M.G.L. c. 71, § 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.

Complaints

A parent or eligible student has a right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,

Washington, D.C. 20202-5920, 800-872-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

Protection of Pupil Rights Amendment Notice

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- A. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
- B. Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- C. Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The District will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys

and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Maintaining Student Privacy

When in school:

- Do not discuss information about students in public places (lunchroom, staff room, bus lines, etc.).
- Share only information that is part of the work process with qualified personnel.
- Do not leave personal student information in public view or unsecured locations.

When out of school, do not:

- Discuss any school discipline issue;
- Divulge whether a student is in special education or homeless;
- Talk about a student's attendance, grades, or appearance;
- Discuss test scores or academic performance.

Section 4: Physical Restraint Training Module

This training is in accordance with 603 CMR 46.00: Prevention of Physical Restraint and Requirements.

NOTE: Regulations do not limit or prohibit:

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.

Importance of Training

- 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.
- Annually, all staff must review:
 - School restraint policy.
 - The school's prevention and behavior support policy and procedures including individual crisis planning.
 - Methods of prevention of need for physical restraint and alternatives to restraint.
 - Types of restraint and related safety considerations.
 - Administering restraint in accordance with student's needs/limitations including known or suspected trauma history.
 - Required reporting & documentation.
 - Identification of selected staff to serve as information resource to school.
- For selected staff:
 - Prevention techniques.
 - Identifying specific dangerous behaviors.
 - Experience in restraining and being restrained.
 - Demonstration of learned skills.
 - Recommended 16 hours.
 - Instruction on the impact physical restraint has on the student and family.

Important Terminology

- **Physical restraint:** "Direct physical contact that prevents or significantly restricts a student's freedom of movement."

- **NOT physical restraint:** “Brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.”
- **Chemical restraint/Medication Restraint:** Prohibited. Medication that is prescribed by a physician and authorized by the parent is not medication restraint.
- **Mechanical restraint:** prohibited in all instances.
- **Seclusion:** “physically confining a student alone in a room or limited space without access to school staff.” “The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.” Prohibited in all instances. Don’t do it.
- **Time-Out:** Staff is present, continuously observing the student.
 - There is a procedure for obtaining principal approval to extend timeout longer than 30 minutes. See Advisory at: <http://www.doe.mass.edu/sped/advisories/2016-1ta.html> for a flow chart distinguishing between exclusionary time-out and seclusion.

Types of Restraint

- **Prone Restraint:** 46.05(3) Prone restraint is prohibited except if ALL of the below is true and documented:
 - The student has a documented history of repeated dangerous behavior to self or others.
 - All other forms of restraint have been unsuccessful
 - There are no medical contraindications.
 - There is psychological/behavioral justification with no contraindications.
 - The program has obtained consent to use prone restraint.
 - The program has documented all of the above in advance of the use of prone restraint Then, prone restraint only by people with in-depth training.
- **Extended Restraint:** Longer than 20 minutes.
 - Increases the risk of injury.
 - Requires approval of the principal prior to the restraint exceeding 20 minutes.

The Use of Restraint

- Restraint is not a form of treatment or punishment.
- Restraint is an emergency procedure.
- Restraint is to be used only as a last resort when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others.
- 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 –for prone, all required steps must be completed beforehand.

- Discontinue restraint ASAP or if the student indicates that s/he cannot breathe.
- **Do NOT** use restraint when:
 - When the student cannot be safely restrained including medical contraindications.
 - As a standard response for any student.
 - 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.
 - The use of restraint may not be included in behavior plans or IEPs. Begin to remove them now so they are not in plans as of 1/16.

Safety Requirements

- Know students' medical and psychological limitations, including known or suspected trauma history.
- Make sure student is able to breathe and speak. If the student indicates that s/he cannot breathe the restraint must be stopped.
- Monitor physical well-being, respiration, skin temperature, and color.
- If student experiences physical distress -- release restraint and seek medical assistance immediately.

Follow-Up Procedures

- 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

- When to Report: Report the use of any restraint.
- Notify School Administration: Notify school administration as soon as possible, & provide written report by the next school working day.
- Notify Parents: The principal or director of the program notifies the parent, verbally as soon as possible (verbally within 24 hours), and by written report within 3 school working days.
- Student and parents must be allowed to comment.
- School district maintains a log of all reported instances of physical restraint in the school. Collect and annually report all physical restraints to the Department.
- Report all restraint related injuries to the Department within 3 school working days.
- Use the log for review of incidences and consideration of school safety policies and procedures.

Weekly Student Review

- Principal is to identify individual students restrained multiple times within the previous week and convene a review team to consider:
 - Reports about the use of restraint, and comments provided by parents and the student.
 - Analyze circumstances and factors leading up to the perception of need for the use of restraint.
 - Consider strategies to reduce or eliminate the use of restraint for this student in the future.
 - Review team agreement on a written plan of action

Monthly Administrative Review

- The principal shall conduct a monthly review of school-wide restraint data.
- Consider patterns of use, looking for commonalities.
- Principal will consider modification(s) to the restraint policy.
- Determine need for additional training.
- Determine other necessary actions to reduce the need for the use of restraint.

Content of Report

- Who was restrained? Who participated in the restraint? Observers? Who was informed and when?
- If longer than 20 minutes the name of the principal or designee who approved the continuation.
- When did the restraint occur? (date/time)
- What was happening before, during, and after the restraint? Describe alternative efforts attempted. What behavior prompted the restraint? Describe the restraint –holds used and reasons for their use.
- Documentation of any injury to students or staff.
- Has the school taken, or will it take, any further actions, including disciplinary consequences?

Any questions?

District Contact: Jill Greene, Director of Pupil Personnel Services

DESE Contact: Paul Bottome pbottome@doe.mass.edu, 781-338-3376



Now that you have completely reviewed and understand all mandatory trainings, please confirm your understanding and acceptance of all training materials [in this Google Form.](#)