

Mandatory Training Packet

School Year 2021-22
Athol-Royalston Regional Schools





TOPICS COVERED

- **Equal Education and Civil Rights**
- **American's with Disabilities Act**
- **Section 504 of the Rehabilitation Act of 1973**
- **District Curriculum Accommodation Plan (DCAP)**
- **Sexual Harassment and Discrimination (Title IX and Title VI)**
- **Bullying in Schools (M.G.L. Chapter 92)**
- **Child Abuse & Neglect Reporting Requirements**

TOPICS COVERED CONTINUED

- **De-escalation of Students and Physical Restraint Overview**
- **Student records and confidentiality**
- **Technology Responsible Use Agreement**
- **Drug Free Workplace and Tobacco-Free Schools**
- **Criminal Offender Record Information (C.O.R.I) and National Fingerprint-Based Criminal Background Checks**
- **Conflict of Interest**
- **Homeless Students**
- **Student Handbook and Staff Handbook**
- **On-line Mandated Reporter Training**
- **Signature section, (Last slide)**

NON-DISCRIMINATION POLICY



Non-discrimination (District Policy AC): The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

NON-DISCRIMINATION POLICY - Continued

- 1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.**
- 2. Encourage positive experiences in human values for children, youth and adults, all of whom have different personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.**
- 3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.**

4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.

5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.



Non-Discrimination Policy - Continued

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related conditions, or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related conditions, or disability, their complaint should be registered with the Title IX Coordinator.



Non-Discrimination Policy - Continued

Athol-Royalston Regional School District is an equal opportunity employer and all employees are required to fully comply with all federal and state non-discrimination laws including M.G.L c.76 § 5, Title VI and VII of the Civil Right Act of 1964; Title IX of the Educational Amendments of 1972; the Age Discrimination and Employment Act (ADEA); Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities of 1990/Amendments Act of 2008 (ADAAA), and the Drug-Free Schools Act of 1988.



Americans with Disabilities Act 1990/ADA Amendments Act of 2008 (ADAAA)

- **Clarifies disability definition found in the ADA**
- **Broadens the number of individuals who are covered by the ADA**
- **Focus is directed to whether a qualified individual has been discriminated against on the basis of his or her disability, rather than on whether the individual is a person with a disability.**
- **The ADA defines disability as : (1) a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment.**
- **While the amendments fundamentally maintain the ADA's "Disability" definition, the ADAAA takes several steps to achieve broader, more generous interpretation and application of these terms.**



Americans with Disabilities Act 1990/ADA Amendments Act of 2008 (ADAAA) - Continued

- **Under ADA, the impairment must prevent or severely restrict a major life activity**
- **Under ADAAA, the definition lies somewhere between the demanding standard that is applied under ADA and an impairment.**
- **Major life activities are activities of central importance to daily life**
- **ADAAA identifies a list which includes general limitations and operation of a major bodily function**
- **ADA focuses on whether a “Disability” is regarded as having substantial limiting impairment**
- **Under ADAAA, an individual is regarded as having a disability if the employee establishes that he or she has been discriminated against because of an actual or perceived impairment.**

Section 504 of the Rehabilitation Act

- Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects the handicapped or disabled individuals in programs that receive federal funds.

- Under this Act, a qualified disabled person is “one who has had a physical or mental disability which substantially limits a major life activity or, has a record of such or is regarded as disabled by others.”

Major life activities include the ability to care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. A disability need only limit one major life activity for an individual to be eligible.

- Typically, students with disabilities who do not qualify for special education under IDEA, do qualify under Section 504.

Section 504 of the Rehabilitation Act - Continued

- **These disabilities might include students with Attention Deficit Disorder (AD/HD), students with AIDS, heart conditions, and other physical disabilities such as severe asthma, juvenile diabetes, severe arthritis, cerebral palsy, etc. All of these conditions under 504 allow a student to receive the necessary related services to make their education comparable to non-disabled students.**
- **Services given to students under section 504 are considered the responsibility of regular education, as they are not in need of basic skills help and can function with adjustments in the regular classroom.**
- **A 504 Accommodation Plan is a legally binding document. Decisions of accommodations should be made through the school/district team process.**

Special Education –IDEA 2004

- Provides special education services to children, ages 3-22, who are found eligible due to an educational disability that affects their ability to make effective progress without specialized instruction and/or related services.
- Entitles eligible students with disabilities to a free and appropriate public education (FAPE) in the Least restrictive environment (LRE).
- Each student in special education has an Individualized Educational Program (IEP) that is a legally binding contract between families and the school district.
- All decisions are made by the student's Team which includes special and general education teachers, service providers, and parents. Students are invited to participate in the Team process beginning at age 14.



District Curriculum Accommodation Plan (DCAP)

- **Each school district is required to have on record a District Curriculum Accommodation Plan(M.G.L. Chapter 71, § 38Q ½)**
- **The curriculum accommodation plan was developed to provide guidelines for helping all Athol Royalston Public School students meet Massachusetts' standards and demonstrate success on assessments. It has been prepared for principals, classroom teachers and the Student Support Teams to use as a resource. The plan is designed to assist principals in ensuring that all efforts have been made to meet students' needs in regular education and to assist regular classroom teachers in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct systematic instruction in reading, and provision of services to address the needs of children whose behavior may interfere with learning.**



District Curriculum Accommodation Plan (DCAP) - Continued

The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of all students. Each school is working toward accommodating the needs of diverse learners in all classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, encouragement of teacher mentoring and collaboration, and encouragement of parental involvement in their children's education



Title IX

The U.S. Department of Education's Office for Civil Rights enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In order to create a respectful, welcoming and productive community, the District is committed to providing a working and learning environment that is free from harassment.

Title IX Continued



Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

- 1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or**
- 2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or**
- 3. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).**



Title IX Continued

Title IX requires educational institutions to operate in a nondiscriminatory manner and to provide students and employees with an environment safe from sexual harassment, including sexual violence. The Final Rule, which became effective on August 14, 2020, stipulates how recipients of educational federal funding must respond to reports of sexual harassment.

In determining whether unwelcome conduct is harassing, the District will examine the totality of the circumstances surrounding the conduct, including its frequency, nature and severity, the relationship between the parties and the context in which the conduct occurred.



Title IX - Reporting

The district will have in place a way to report and address harassment and sexual harassment, which includes:

- **Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The Final Rule defines "formal complaint" as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment under Title IX.**
- **USDOE guidance recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.**
- **Both the complainant and the accused must have equal access to written allegations of the alleged offense and evidence gathered in the investigation.**



Title IX - Continued

General Information:

- **Practices within the District's grievance procedures will be applied equally to both complainants and respondents.**
- **The respondent is presumed innocent and can only be found responsible for the alleged conduct at the conclusion of this grievance process.**
- **All parties are entitled to an advisor of their choice to assist them in this process. The advisor may, but does not have to be, an attorney.**
- **Schools may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts.**



Title IX Coordinators

Title IX Coordinators:

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Title IX - Continued

Inquiries about the laws and about compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Assistant Secretary for Civil Rights, US Department of Education.



An Act Relevant to Bullying in Schools

- **In May 2010, the Governor signed Chapter 92 of the Acts of 2010 into law which addresses Bullying in Schools.**
- **The Law requires all schools and school systems to develop and implement a Bullying Prevention and Intervention Plan.**
- **Chapter 38 of the Acts of 2013, which changed the definition of “aggressor” to include “a member of the 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.” The amendment also made the plan applicable to school staff, including, but not limited to, the individuals listed in the amended aggressor definition.**
- **The Athol-Royalston Regional School Bullying and Intervention Plan is in our handbooks and on our website.**



Bullying Policy Highlights

Bullying or harassment of any type, including cyber-bullying, will not be tolerated and may result in suspension or exclusion. Bullying that occurs outside of school may result in disciplinary action if the behavior causes problems at school.

Retaliation against a student who reports or witnesses bullying will also be treated as a form of bullying.

Students and staff can be identified as aggressors/bullies.



More Definitions of Bullying

Bullying: The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or combination thereof, directed at a target that:

- **Causes physical or emotional harm to the target or damage to the target's property**
- **Places the target in reasonable fear of harm to himself/herself or damage to his/her property**
- **Creates a hostile environment at school for the target**
- **Infringes on the rights of the target at school; or**
- **Materially and substantially disrupts the education process or the orderly operation of a school.**

Cyber-bullying: bullying through the use of technology or electronic devices such as: telephones, cell phones, computers and the internet. It includes, but is not limited to, voice mail messages, email, instant messages, text messages, and internet postings (social networking sites, web pages, etc.)

More Definitions of Bullying in Schools - Continued

Requires ongoing professional development relative to:

- **Developmentally appropriate strategies to prevent bullying and for immediate and effective interventions to stop bullying incidents.**
- **Information on the complex interaction and power differential that can take place between and among the aggressor, target, and witnesses to bullying.**
- **Internet safety issues as they relate to cyber-bullying.**
- **Requires annual training for the ARRSD policy for handling and reporting bullying to the appropriate administrator in the building.**
- **The written ARRSD bullying plan is located on the District website.**



Report Bullying

- 1. Schools will inform staff about the availability of the Bullying Incident Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.**
- 2. Schools will inform students about the availability of the form and its use during orientation sessions and periodically throughout the school year.**
- 3. Samples of the form, as well as a description of the form's availability (as described below) will be included in the faculty and student/parent handbooks.**
- 4. Forms will be available in the school's main office, counselor's office, library, and other locations as determined by the individual schools. Electronic versions of the form will be available on the District and individual school websites.**



Procedure for Bullying Investigations

- 1. A bullying report is filed.**
- 2. Student safety is assured.**
- 3. An investigation is conducted by principal or designee.**
- 4. Appropriate parties are notified (parents, law enforcement, other school).**
- 5. The principal or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:**
 - a) Determine what remedial action is required, if any, and**
 - b) Determine what responsive actions and/or disciplinary action is necessary.**



Child Abuse/Neglect and Reporting Procedure

Under General Laws Chapter 119, Section 51A for purposes of reporting child abuse and neglect to the Department of Children and Families. Under MGL 119, Sec. 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 is suffering physical, sexual, or emotional abuse or neglect by a parent, guardian, school staff member or other caretaker must immediately report the abuse or neglect either directly to the Department of Children and Families (DCF) or to the person designated by the school to accept those reports, who then promptly reports it to DCF.

The Principal and/or Superintendent will report to local police certain forms of harassment and conduct that may constitute a crime. The Principal and/or Superintendent may report physical injury, destruction of public property, potential hate crimes and other acts of a serious criminal nature to local police for investigation.

Mandated Reporters

- **Massachusetts law requires mandated reporters to immediately make an oral report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect.**
- **A written report is to be submitted within 48 hours. Massachusetts General Laws c. 119, § 51A requires mandated reporters to file a report with DCF if, in their professional capacity, they have reasonable cause to believe a child currently under the age of 18 is suffering from one or more of the following reportable conditions.**
 - 1) Neglect, including malnutrition**
 - 2) Physical or emotional injury resulting from abuse inflicted upon a child which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse.**
 - 3) Physical dependence upon an addictive drug at birth**
 - 4) Being a sexually exploited child**
 - 5) Being a human trafficking victim.**



Mandated Reporting - Continued

- **As of January 1, 2010, mandated reporters who are professionally licensed by the Commonwealth of Massachusetts are required to complete a training to recognize and report suspected child abuse and neglect.**
- **The training is designed to help mandated reporters to understand their legal obligations as mandated reporters.**
- **This training will take place at the end of this presentation.**



Challenging Behaviors and De-escalation Strategies

Challenging behaviors are those that are dangerous or that interfere with learning

- **Disruptive behaviors interfere with learning but are not directly harmful**
- **Dangerous behaviors are potentially harmful**
- **Very dangerous behaviors have a significant likelihood of causing harm**

Children exhibit behaviors based on a variety of factors including psychiatric, neurological, and/or medical/physical conditions, stages of development, and their individual history, strengths and limitations, and what they have learned from their social environment.



Challenging Behaviors and De-escalation Strategies - Continued

Why do Challenging Behaviors happen?

A - B - C ?

Antecedent- whatever happens before the behavior we are interested in

Behavior- what the person does that we are interested in

Consequence- whatever happens after the behavior we are interested in

Reinforcement- when a consequence is something the person likes and wants; whatever is reinforced will happen more often in the future



Challenging Behaviors and De-escalation Strategies - Continued

Preventing Challenging Behaviors

- **Create a supportive physical and social environment (basic needs are met, minimize stressors, staff who are friendly, helpful, and respectful, etc.)**
- **Be aware of body language, tone of voice, and other signals of potential agitation in students. Stop and scan the classroom often.**
- **Avoid crossing the midline of the student- don't reach or lean in front of them**
- **Engage in positive interactions- be aware of what you say, how you say it, your facial expressions, your physical behavior (posture, crossing your arms, etc.), and your own emotional reactions to situations**



Challenging Behaviors and De-escalation Strategies - Continued

Avoid power struggles! Our job is to support, not control!

- **Set reasonable, attainable criteria for success and once the child has met those criteria, don't move the finish line ("C'mon! You can do one more!")**
- **Use non-threatening and appropriate consequences.
Avoid excessive negative consequences**
- **Repeat the direction once and allow wait time for the student to comply- avoid repeating the same prompt many times in a short period**
- **Provide 2-3 acceptable choices**
- **Offer help to the student**



Challenging Behaviors and De-escalation Strategies - Continued

Provide reinforcement to students when they are exhibiting desirable behaviors. Avoid reinforcing challenging behaviors.

- **Frequent reinforcement happens quickly and often**
- **Random reinforcement- “catch them being good”- less frequent**

Structured reinforcement happens after an expectation has been set and a reinforcement is offered after the expectation has been met

SET CLEAR EXPECTATIONS- if you give the direction “Push in your chair and line up at the door” the child can slam the chair, complain as they stomp toward the door and STILL MEET THE EXPECTATION

Withhold reinforcement when challenging behaviors happen- behave neutrally- don't tell the child what they are doing wrong or try to get them to stop. Repeat the expectation



Challenging Behaviors and De-escalation Strategies - Continued

Track progress with data collection tools that include visuals such as, check marks, stickers, tokens, dojo points, etc., to help students see how much progress they have made.

- **Follow behavior plans**
- **The behavior might get worse before it gets better**
- **Withhold reinforcement from the behavior without ignoring the person (withhold attention and wait calmly)**
- **Provide reinforcement often enough (if the challenging behavior happens at lunch, reinforce heavily right before lunch)**



Challenging Behaviors and De-escalation Strategies - Continued

- **De-escalation- focus on taking one step close to calm**
- **If you try an intervention did it move you closer to crisis or closer to calm?**
- **Reinforce desirable behaviors and avoid reinforcing disruptive or dangerous behaviors**

Event - Perception - Meaning - Behavior

We see the behavior first. We may or may not know what the event was that triggered it, but we need to know how the student perceives the event, and what it means to them or how they interpret it.



Challenging Behaviors and De-escalation Strategies - Continued

Offer Help - Give 2-3 acceptable choices (Win/Win) or cue the student to tell you what they want or need (example - "You can choose one of these activities now, or think about it quietly at your seat for five minutes, then decide."), allow processing time, offer praise if the child makes a request. Honor the request if you are able to (if it is different than what was discussed, even if you can only address part of the request)

Avoid the mindset of "I don't need to help them! They can do it themselves!"; don't require please and thank you- now is not the time address manners at a time of calm, avoid escalation.

Have the student engage in an incompatible behavior (example, taking a drink of water is incompatible with yelling) or in a behavior he/she is likely to cooperate with (take a slow breath, do 3 jumping jacks, tell me what time it is, etc.).

Give a prompt without asking - "Take a drink of water" not "Do you want a drink?" - avoid questions with yes or no answers. Think of prompts that bring the child one step closer to calm- not necessarily back to compliance with the original activity

Challenging Behaviors and De-escalation Strategies - Continued



For students who are not exhibiting very dangerous behaviors:

- Offer help, wait it out, offer help again
- Avoids all external reinforcements of crisis behaviors
- Watch for small signs of de-escalation- the child takes a deep breath, he/she unclenches a fist, etc.

Recover and Debrief

- Ask the child **AFTER** the incident (much later or the next day) - What happened? How can we help you in the future? How can you avoid triggers or respond differently? - create supportive plans to put these ideas into place
- Discuss with staff members what happened and develop interventions based on what worked and what didn't work in the de-escalation process



Student Physical Restraint

Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students.

The Athol-Royalston Regional School District seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint.

Each school has trained staff to conduct the proper administration of physical restraint. These identified staff participated in an in-depth training that complied with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4). The District has chosen Safety Care as a restraint and prevention



Know the Terminology

Physical Restraint

Definition - The use of bodily force to limit a student's freedom of movement. **Regulation 46.02(3)**

Not a Physical Restraint -

Touching or holding a student without the use of force. This includes giving directional escort, touching to provide instructional assistance, and other forms of physical contact that do not include the use of force or restricting movement.



Emergency Intervention

When all 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 IMMEDIATE, SERIOUS, PHYSICAL HARM to self and/or others you may act to protect the safety of yourself and other.



Use of Time-outs

“Time-out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times (See additional guidance below). The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.”

During time-out:

- **A student must be continuously observed by a staff member.**
- **Staff shall be with the student or immediately available to the student at all times.**
- **The space used for time-out must be clean, safe, sanitary, and appropriate for the purposes of calming.**
- **Timeout shall cease as soon as the student has calmed or states that they are in control.**



Do's and Don'ts of Exclusionary Time Outs

Do

- **The staff member may be in the room, but never block the door so the student can't get out except when the student is in imminent danger.**
- **Contact administration and keep a log of activities.**
- **Return to class once the child is calm and appropriately self-regulating.**
- **Practice non-physical interventions to reduce escalation.**

Don'ts

- **Don't block the door unless the child is in imminent danger of harming someone.**
- **Don't leave a child alone who is self-harming.**
- **Don't leave the room unless there is a clear imminent risk of injury to the staff.**
- **Do not lock a student in a room.**



Student Records

Individual student records are on file in the school. They are open to parental review upon written request. The Principal will act on this request within 2 school days of the written request.

As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

- 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.**



FERPA - Student Records

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) The Family Educational Rights and Privacy Act (FERPA) specify rights related to educational records. This Act gives the parent or guardian the right to:

- 1. inspect and review his/her child's educational records**
- 2. make copies of these records**
- 3. receive a list of all individuals having access to these records**
- 4. ask for an explanation of any item in the records**
- 5. ask for an amendment to any report on the grounds that it is inaccurate, or violates the child's rights**
- 6. a hearing on the issue if the school refuses to make an amendment**

If there are any questions, please feel free to contact Darcy Fernandes, Superintendent or John Salovardos, Director of Pupil Services for the Athol-Royalston Regional School District at (978) 249-2400 or 249-2403.



Student Records - Continued

23.03: Collection of Data: Limitations and Requirements: All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/ or publisher, and date of testing.

23.04: Personal Files of School Employees: The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, parent or a temporary substitute of the maker of the record, but if it is released to authorized school personnel it becomes part of the student record subject to all the provisions of 603 CMR 23.00



Confidentiality

Athol-Royalston Regional School District may have access to sensitive personal, educational, or otherwise confidential employee and/or student information or conduct. An employee privy to any information resulting from their job assignment must hold it in strict confidence and may not discuss it with other employees or students, or outside the workplace.



ARRSD Internet Use Policy

Any video or multi-media material that is used in the classroom must be directly tied to the District-approved curriculum and be in support of instructional objectives. Any use of movies in the classroom must be approved by the building principal.

- In the schools, student access to, and use of, the Internet will be available through a school designated account and will be carried out at teacher direction and monitored as any other classroom activity. Training will be provided. Every school complies with the CIPA (Children's Internet Protection Act). The school district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the school district.**
- Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. The district staff has the right and obligation to monitor student Internet activities.**



Technology Guidelines

- **Internet access is a privilege, not a right. It shall be the policy of the Athol-Royalston Regional School District that every student who uses the District's internet connection shall have on file, at each school that the student attends, the official "Athol- Royalston Regional School District Contract Regarding the Use of the Internet" which is signed and dated by both the student and a parent/guardian.**
- **The Principal of each school shall be responsible for adherence to this policy and place such contracts in the student's temporary file. If a district user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any use violating these provisions, applicable state and federal laws, or posted classroom and district policies, is subject to loss of access privileges and any other district disciplinary options.**



Drug-Free Workplace and Tobacco Free Schools

- **Use of any tobacco products within the school buildings, school facilities, on school grounds, including vehicles or school busses by any individual, including school personnel and students, is prohibited at all times.**
- **Chapter 272, Section 40A. Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purposes, in any public school building, or on any premises used for public school purposes and under the charge of a school committee or other public board or officer, shall be punished by imprisonment for not more than thirty days or by a fine of not more than one hundred dollars, or both; provided, however, that a school committee of a city, town or district may authorize a public or nonprofit organization using a public school building with its permission during non school hours to possess and sell alcoholic beverages therein provided such nonprofit organization is properly licensed under the provisions of section fourteen of chapter one hundred and thirty-eight.**



C.O.R.I. and Fingerprinting-Based Background Checks

- **All employment offers are expressly conditioned upon receipt of a satisfactory Criminal Offender Record Information (CORI) report and the National Fingerprint Background check by the FBI (M.G.L. c. 71, § 38R, as amended by H.B. 4307, § 7). The ARRD reserves the right to periodically update our CORI records for individual employees. All employees are routinely CORI every three years, in accordance to M.G.L. c. 71, § 38R, as amended by H.B. 4307, § 7 or when the employer becomes aware of the possibility of criminal activity. An unsatisfactory Criminal background checks report may constitute grounds for termination of employment.**
- **In accordance with CORI regulations M.G.L. c. 71, § 38R, as amended by H.B. 4307, § 7; all current or prospective employees, volunteers, student teachers, subcontractors or laborers including any individual who regularly provides school related transportation to children and who have been commissioned by the school to perform work on school grounds, who may have direct and unmonitored contact with children, will be required to pay a fee associated with conducting fingerprint-based criminal background checks.**



Attendance and Absences

- **All employees are expected to be reliable and punctual in reporting to work at their scheduled time. Excessive absenteeism and/or tardiness place a burden on other employees, is disruptive, creates poor employee morale, and places an undue financial or administrative hardship on the district.**
- **We all have a professional obligation to report to work at scheduled times. If you believe you are going to be late and/or an unexpected situation occurs, please call your school and supervisor to let them know that you'll be late, etc. If time off is needed, please be sure to complete the paperwork to cover your absence. (Please try to avoid leaving a recorded message or a written email, as office personnel may not receive it in time to cover your class/duties.)**
- **ARRSD requires all staff absences to be reported from 5:30-6:30 am (and not after 9:30 at night) to Cheryl Parker (978-544-6269). Your failure to comply with these guidelines may result in loss of pay and/or other related consequences.**



Conflict of Interest

- **No employee of the Athol-Royalston Regional Schools will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system; nor will any staff member engage in any type of private business during school time or on school property.**
- **Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.**
- **Employees with questions about how Chapter 268A applies to them may contact the State Ethics Commission's legal Division.**
- **Massachusetts General Law Reference:
M.G.L. 268A-Conduct of Public Officials, Employees**
- **ARRSD employees are required to complete the state's ethic training every two years. The training is posted on the district website in the staff section: Training, Handbooks & Information.**



McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act (“Act”), 42 U.S.C. 11431 et seq., is a federal law that is designed to ensure that homeless children and youth have the same access as other children to public education, including public preschool programs.

Massachusetts has adopted Section 725(2) of the Act which defines homeless children and youth as individuals who lack a “fixed, regular and adequate nighttime residence. This includes children who:

- Share the housing of other persons (doubled up) due to loss of housing, economic hardship, or similar conditions;**
- Live in motels, hotels, trailers or camping grounds due to lack of alternative housing;**

Continued next slide



Who is Protected Under McKinney-Vento

- Those that live in shelters;
- Have been abandoned in hospitals;
- Have been placed out of their home into temporary, transitional or emergency living placement, including STARR programs, and are waiting for a foster care placement;
- Transient placements such as campgrounds.
- Have a primary nighttime residence that is not meant for regular sleeping accommodations;
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
- Have been “thrown out” or have run away and as a result are not in the physical custody of a parent or guardian and are living in a shelter, on the street, with friends or relatives, or are moving around from one place to another. Students who walk into school with no apparent address (Unaccompanied youth).
- Also included are migratory children who qualify as homeless because they live in any of the circumstances described above.



McKinney-Vento Assistance Act - Student Rights

- **The right to immediate enrollment. DESE Homeless Education Advisory 2002-2. A school must immediately enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the family obtain the necessary records and/or immunizations.**
- **The right to choose what school to attend. DESE Homeless Education Advisories 2002-1, 2002-2, 2003-3. Students have the right to continue attending their “school of origin”. The “school of origin” is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school District shall keep a student in the “school of origin” unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.**
- **The right to continue to attend school over the summer in their district. For example if a student attends ARRSB in the 2021-22 school year, and if they are scheduled to attend Extended School Year services or summer school in the summer of 2022, they have the right to do that in ARRSB.**



McKinney-Vento Student Rights - Continued

- **If the school District sends a student to a school other than the school of origin or a school requested by the parent, the District must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the Department of Elementary and Secondary Education (DESE).**
- **The school District must make placement decisions based on the best interests of the student.**
- **If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.**
- **The right to transportation. DESE Homeless Education Advisory 2002-3, 2007-10.**



Equal Education Opportunity

- **No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**
- **This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.**
- **All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.**

SOURCE: MASC

LEGAL REFS: Title VI, Civil Rights Act of 1964



Actions and Consequences

Athol-Royalston Regional School District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. Athol-Royalston Regional Schools will promptly investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. Athol-Royalston Regional Schools will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.



Staff and Student Handbooks

- **The Handbooks were revised, updated and consolidated over the summer. They explain many of the policies that affect students: for example, the roles of all school community members, and expectations for maintaining a safe and respectful learning environment for students and staff. It also explains the process for reporting concerns.**
- **The Student Handbook describes the many ways families can support their children's learning at school and at home. And, it describes the many rights that are guaranteed by law to students and their parents.**
- **Finally, the handbooks have directories of ARRSD schools and offices, education resources for families, and the school-year calendar.**
- **All teachers and staff are required to read the revised handbooks and use it as their reference for following policies and procedures for Athol-Royalston Regional Public Schools. Once approved by the School Committee, all handbooks will be found on the ARRSD website under the staff tab.**

Register and complete Mandated Reporter training on this site:

[51A Online Mandated Reported Training by Middlesex Children's Advocacy Center \(middlesexcac.org\)](http://51A Online Mandated Reported Training by Middlesex Children's Advocacy Center (middlesexcac.org))

ARRSD Summary and Training Acknowledgement

I understand that any questions that I have about the material contained in these slides may be directed to my supervisor, the district website, central office, or the ARRSD handbooks. I have completed and understand the following training modules: Please check all modules completed in the column to the right. Also, please sign, date, print your name, and list your building assignment to your right on this page.

- Equal Education & Civil Rights
- Americans with Disabilities Act
- Section 504 of the Rehabilitation Act of 1973
- District Curriculum Accommodation Plan (DCAP)
- Sexual Harassment & Discrimination (Title IX & Title VI)
- An Act Relative to Bullying in Schools (M.G.L. Chapter 92)
- Child Abuse & Neglect Reporting Requirements
- Physical Restraint Overview
- Student Records and Confidentiality
- Technology Responsible Use Agreement
- Drug Free Workplace Policy
- Criminal Offender Record Information (C.O.R.I.) & National Fingerprint-Based Criminal Background Checks
- Attendance and Absent Line
- Tobacco-Free Schools
- Conflict of Interest
- Homeless Students
- Student Handbook/Actions and consequences
- Staff Handbook

Signature

Date

Print Name

School