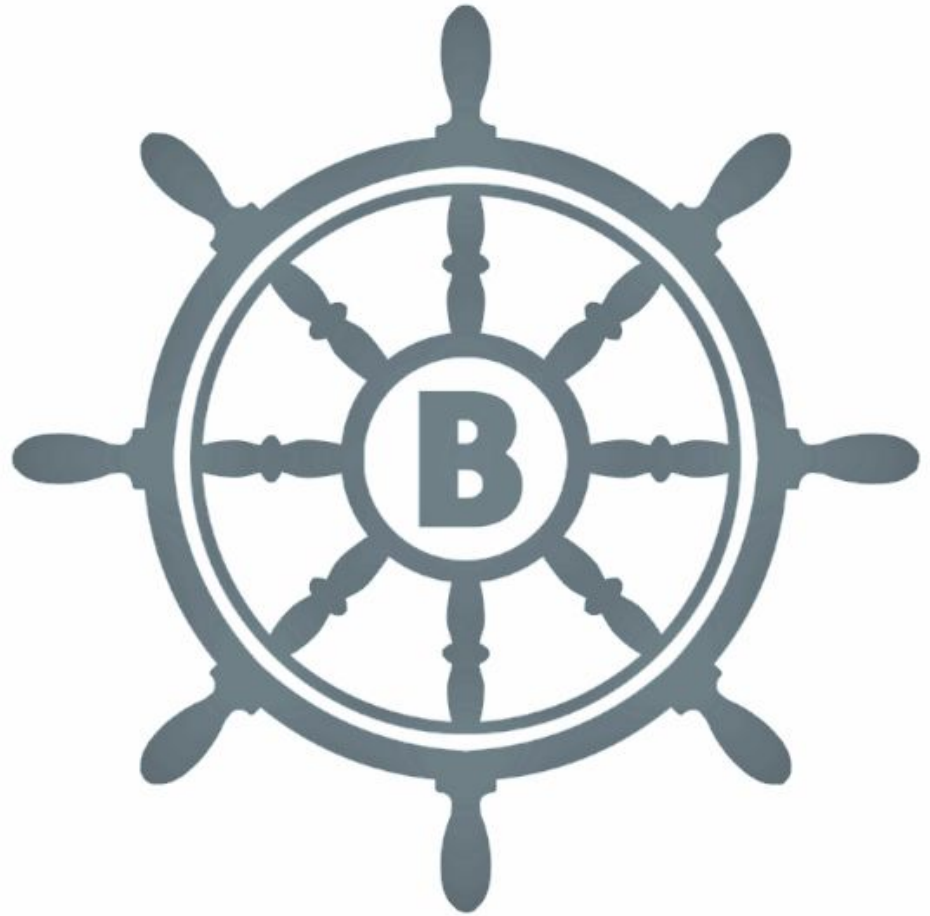


**Bourne Public Schools**

**STAFF MANDATORY  
TRAINING SLIDES,  
VIDEOS, &  
ATTESTATIONS**

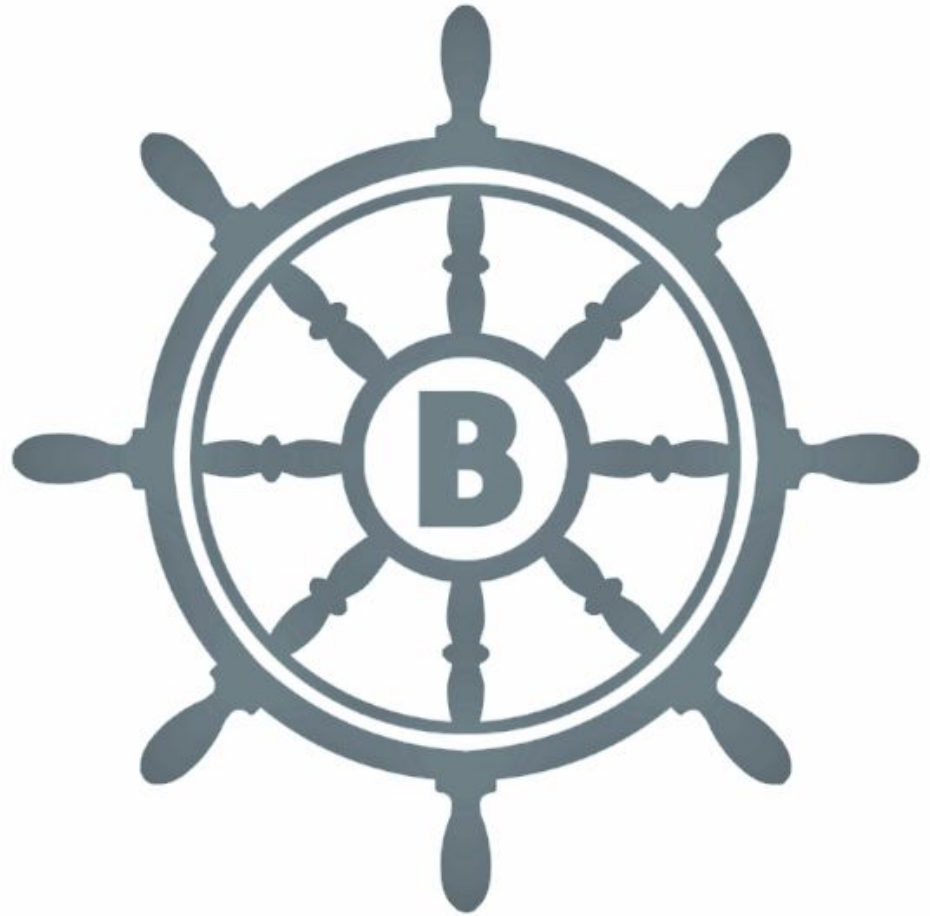
**2022-2023**



# SECTION 1:

## Universal Precautions

2022-2023



# Universal Precautions - Bloodborne Pathogens

## PROTOCOLS FOR SAFETY

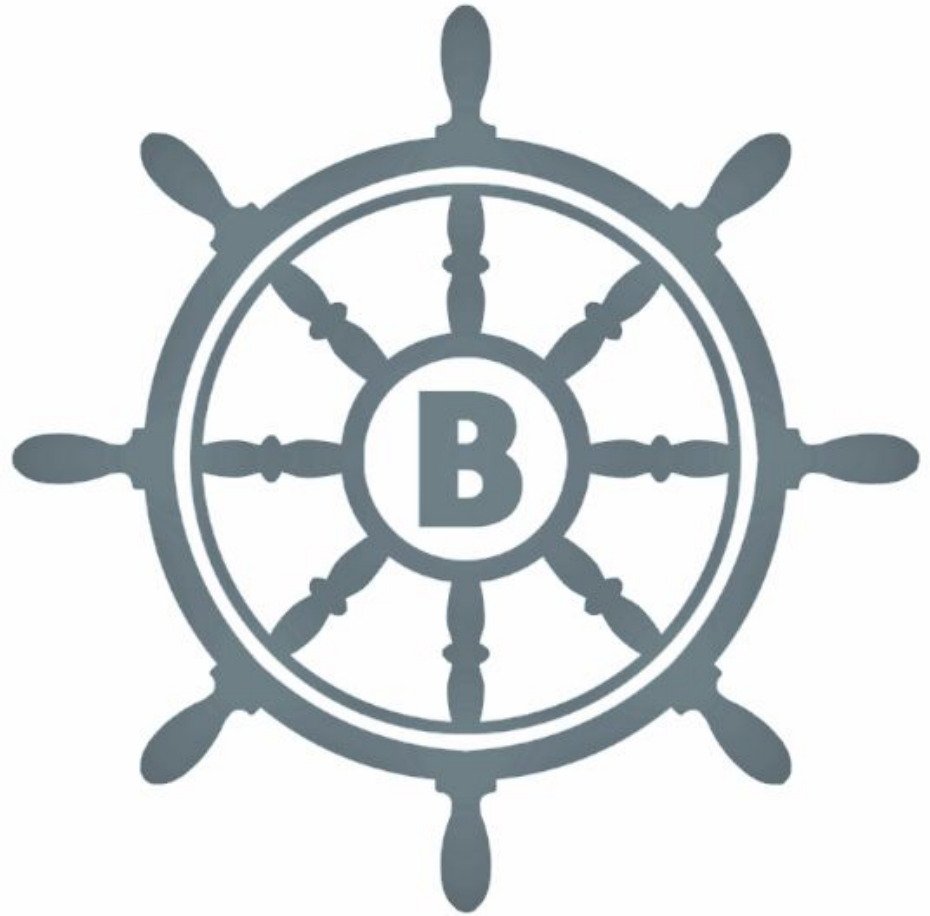
- Essential techniques used to control infections are:
  - Effective hand hygiene
  - Using gloves and other barriers
  - Disposing of waste appropriately



# SECTION 2:

Epi-pens

2022-2023



# Epipen Training

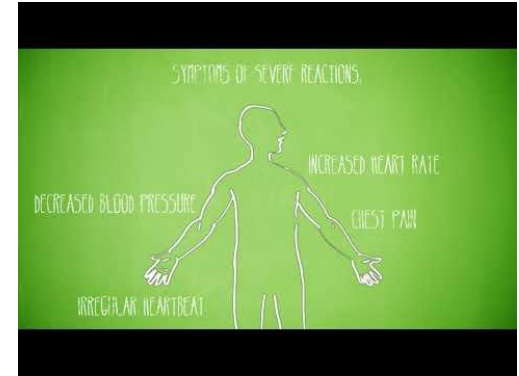
Please watch the following 3 videos and see your school's Nurse with questions:



Video 1: Practicing



Video 2: Administering

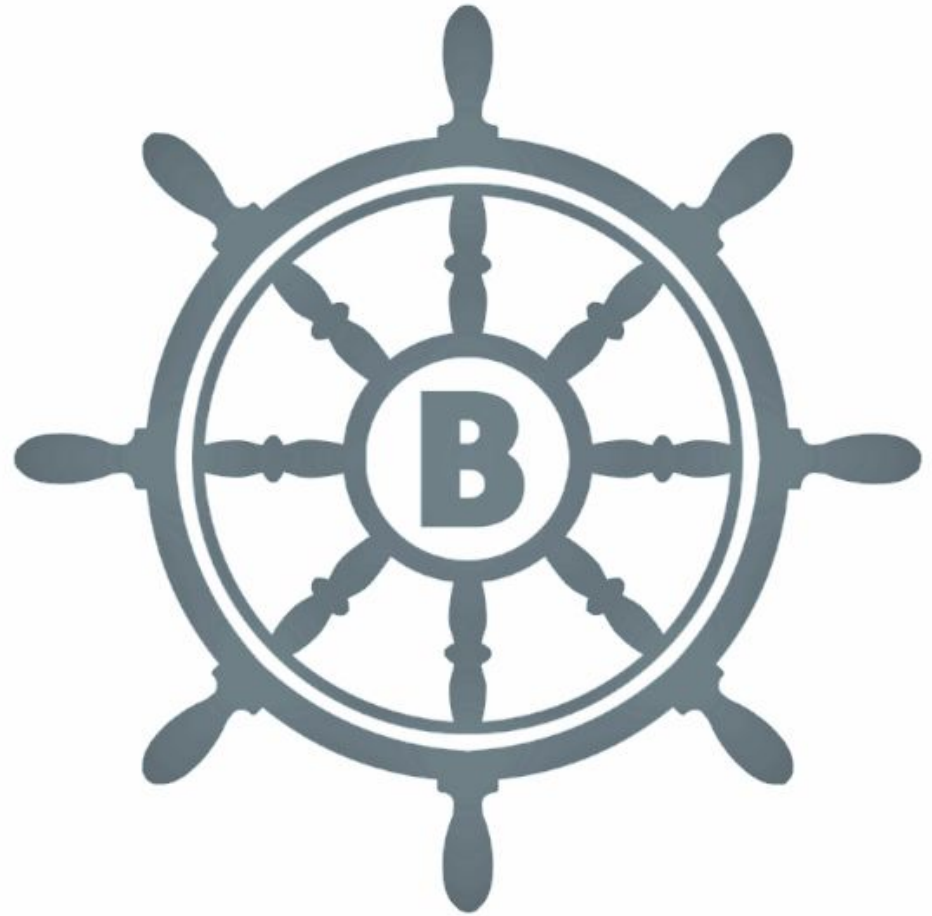


Video 3: When to Use

SECTION 3:

Civil Rights

2022-2023



The Bourne Public Schools does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Barbara Starkie, Civil Rights Officer  
bstarkie@bourneps.org, 508-759-0660

# How and why does this apply to BPS?

- BPS actively seeks to prevent discrimination or harassment on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.
- Bourne Public Schools is committed to ensuring that all programs and facilities are accessible to all. (SC Policy AC)
- Federal and state laws require school districts to provide students with equal opportunities for education regardless of race, color, sex, religion, ethnicity, primary language, gender identity, sexual orientation, disability or homelessness.
- Federal and state laws require school districts to provide employees with a safe working environment regardless of age, race, color, sex, religion, national origin, primary language, gender identity, sexual orientation, disability, or homelessness.



# How and why does this apply to BPS?

- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability
- Massachusetts General Laws, Chapter 76, Section 5 prohibits discrimination in public schools on the basis of race, color, sex, national origin, religion, gender identity, and sexual orientation.
- School Committee Policies support this legislation (AC, ACAB, ACB, ACEA, AF, JIIA)
- BPS takes all allegations very seriously and actively investigates any and all allegations.
- Investigation findings may result in sanctions up to suspension/expulsion (students) or dismissal.
- If the conduct violates the law, the appropriate authorities will also be notified.

# Pertinent Civil Rights Legislation

## Civil Rights Act of 1964

**Title IV** prohibits discrimination on the basis of race, color, or national origin.

**Title VI** prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color or national origin.

**Title VII** prohibits discrimination based on sex, race, color, national origin, and religion; includes discrimination based on gender identity, including transgender status

**Age Discrimination Act of 2004** prohibits employers from discriminating against workers and applicants who are 40 years of age and older, based on their age

**Title IX** prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

## Americans with Disabilities Act of 1990

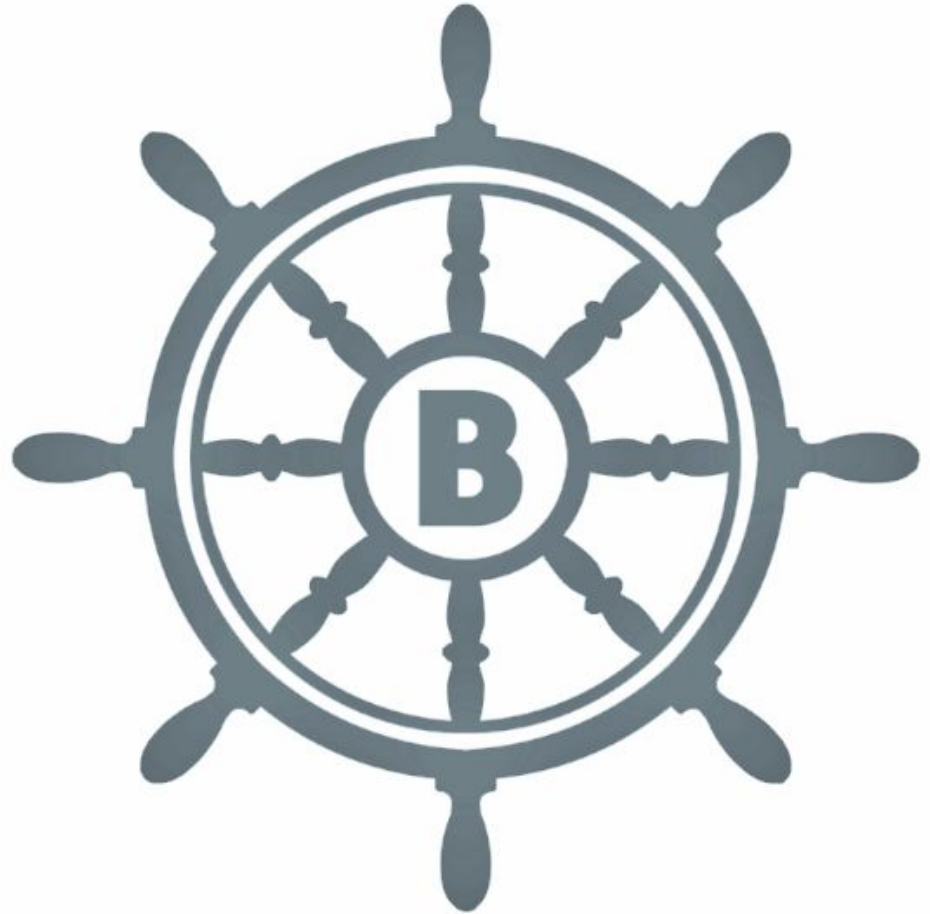
**Title II (ADA)** Prohibits discrimination against access to programs and facilities, free appropriate public education for elementary and secondary students, and employment discrimination. Applies especially to special education services, evaluations, IEPs, students with 504 plans, student discipline. Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability

## Section 504 of the Rehabilitation Act of 1973

## SECTION 4:

# Harassment & Bullying

2022-2023



# What is Harassment?

**Harassment** is defined as three or more acts aimed at someone in a protected class (motivated by someone's race, color, ethnicity, national origin, gender, religion, age, disability, gender identity, sexual orientation) that are willful, malicious and intended to cause fear, intimidation or abuse and that actually do cause someone to be fearful, intimidated or abused (physically and/or mentally harmed).

**Sexual harassment** is a form of discrimination that interferes with school or work performance creating an intimidating or offensive environment due to inappropriate speech, materials, or actions of a sexual nature.

# What is Bullying?

Massachusetts General Laws (M.G.L.) c.71, § 370)

Bullying is defined as 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 target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his/her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

# What is Bullying Cont. ?

Massachusetts General Laws (M.G.L.) c.71, § 370)

Cyber bullying is 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, email, instant messages, text messages, and Internet postings (M.G.L.c.71, § 370).

Hostile environment is a situation in which bullying causes the school/work environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the condition of a student's education.

# What is Retaliation?

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who:

1. reports bullying;
2. provides information during an investigation of bullying;
3. witnesses or has reliable information about bullying.

*Retaliation is prohibited.*



# Who is Considered a Vulnerable Population?

Per Chapter 86 of the Acts of 2014 which amended G.L.c.71 §370, we recognize that **certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.** The district/schools will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.



# Who is Considered a Vulnerable Population Cont.?

All staff will be trained to recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Training will include developing awareness and sensitivity to this vulnerability and enhanced vigilance to prevent bullying, harassment or teasing.

*Responsibility of the IEP Team: Each student's disability needs to be discussed and it should be determined whether or not the child's disability makes him/her more vulnerable to and/or likely to engage in bullying, teasing, and/or harassment.*

- This is to be documented in the IEP in the Notice of District's Proposed Action (N1) that goes to parents or under Additional Information.
- If a student is determined to be more vulnerable, the specific skills needed to address this such should be outlined in a goal/objective

# How is harassment or bullying reported?

Bourne Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Bourne Public Schools is committed to providing a learning and working environment for students, employees, and visitors that is free from bullying and cyberbullying.

Designated Officials for Reporting (DOR) are:

1. School principals at the school level;
2. Assistant Superintendent at district level;
3. Transportation Director for bus incidents;
4. Director of Student Services for anonymous reports.

# How is harassment or bullying reported cont.?

DOR is responsible for conducting a prompt investigation and reporting on appropriate forms.

- Any student who believes he/she has been the victim of harassment or discrimination will report this to a building administrator, counselor, or teacher.
- Any adult who believes he/she has been the victim of harassment or discrimination must report this to a building administrator or the District Civil Rights Officer.
- A safety assessment for the suspected targets is the immediate first step and provisional accommodations will be implemented by appropriate staff members.

# Bullying Prevention and Intervention

## BPS Bullying Prevention and Intervention Plan

- It is the responsibility of every employee, student, and parent to recognize acts of bullying and take every action necessary to ensure that the applicable policies and procedures of Bourne Public Schools are implemented.
- Responses to bullying include teaching appropriate behavior through building skills; taking disciplinary action; promoting safety for the target and others.

# B2B

**Respectful • Responsible • Safe**

Bourne Public Schools

# Bullying - DESE Problem Resolution

The principal or designee shall inform the parent or guardian of the target prompting the bullying investigation about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of a bullying determination.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the DESE Program Resolution System (PRS). That information can be found at:

<http://www.doe.mass.edu/pqa>.

Emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)

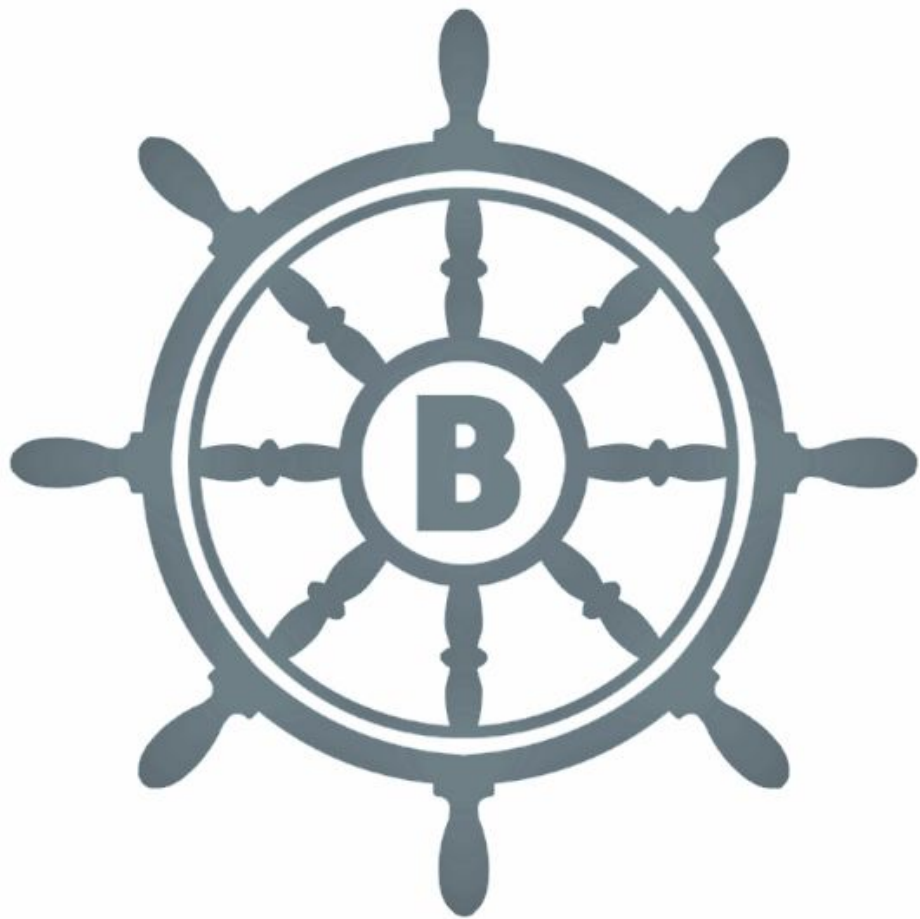
Individuals can call 781.338.3700.

Hard copies of this information are also available at the Superintendent's Office.

## SECTION 5:

# Supports for Special Populations

2022-2023



# What is Section 504?

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability

Under Section 504 a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities, **or**
2. has a record of such an impairment, **or**
3. is regarded as having an impairment, **AND**
4. **requires** (not merely benefits from) accommodations to access programs run by publicly funded entities.

**Major life activities include** self care, seeing, speaking, learning, hearing, breathing, working, performing manual tasks, sleeping, walking, communicating, standing, lifting, bending

**Substantially limits** means that it almost always materially restricts a major life activity.

# What is Section 504 cont.?

Section 504 plans are legally binding contracts between the district and the parent; they must be implemented as written. Teachers are expected to know, understand, and implement all 504 Plans with fidelity. The more specific the plan, the more fidelity in implementation.

Building coordinator is the principal or the principal's designee.

Questions about eligibility and enforcement should be directed to the principal or District 504/ADA Coordinator.





# The MTSS Handbook and DCAP

## The MTSS Handbook & District Curriculum Accommodation Plan

Accommodations listed in the MTSS Handbook are based on Universal Design Learning Principles, are afforded to all of our students as needed. Any accommodations identified in a 504 Plan should be above and beyond those included in the MTSS Handbook.

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher 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 and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Chapter 71 Massachusetts General Laws, Section 38 Q1/2

# English Language Learners

## English Learner Education - DESE Resources

- ELL programmatic requirements and components are partially guided by civil rights laws and decisions. EL students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas.
- Our EL Program is Sheltered English Immersion meaning students attend regular classes in which they are supported by classroom teachers and specific English instruction classes.
  1. Newcomer EL Support (proficiency levels 1 & 2) - varying levels of literacy in English
  2. Students with Limited or Interrupted Formal Education (SLIFE)
  3. Strategic Academic Language and Literacy for Long Term ELs (LTELS)
  4. ELs in Gifted and Talented Education (GATE)
  5. ELs Who are Students with Disabilities (ELSWD)

# Educational Stability - Homeless

## Education Stability for McKinney Vento Students - DCF Resources

US homeless student population reached 1.5 million, the highest in a decade. The number of public school students experiencing homelessness in the US has increased by 15% in the past 3 years. (February 4, 2020)

Through McKinney Vento these students have rights to:

- Immediate enrollment with or without documentation
- Equal access and comparable services (courses, events, extracurricular activities, summer programming, student support services, preschool)
- Free meals and Title 1 if needed

# Educational Stability - DCF Care

## Educational Stability for Students in Foster Care - DESE Resources

ESSA protects students in *Foster Care* (24 hour DCF care) - awaiting foster care; group homes; foster homes; kinship foster homes; STARR and RFK; transitional care units

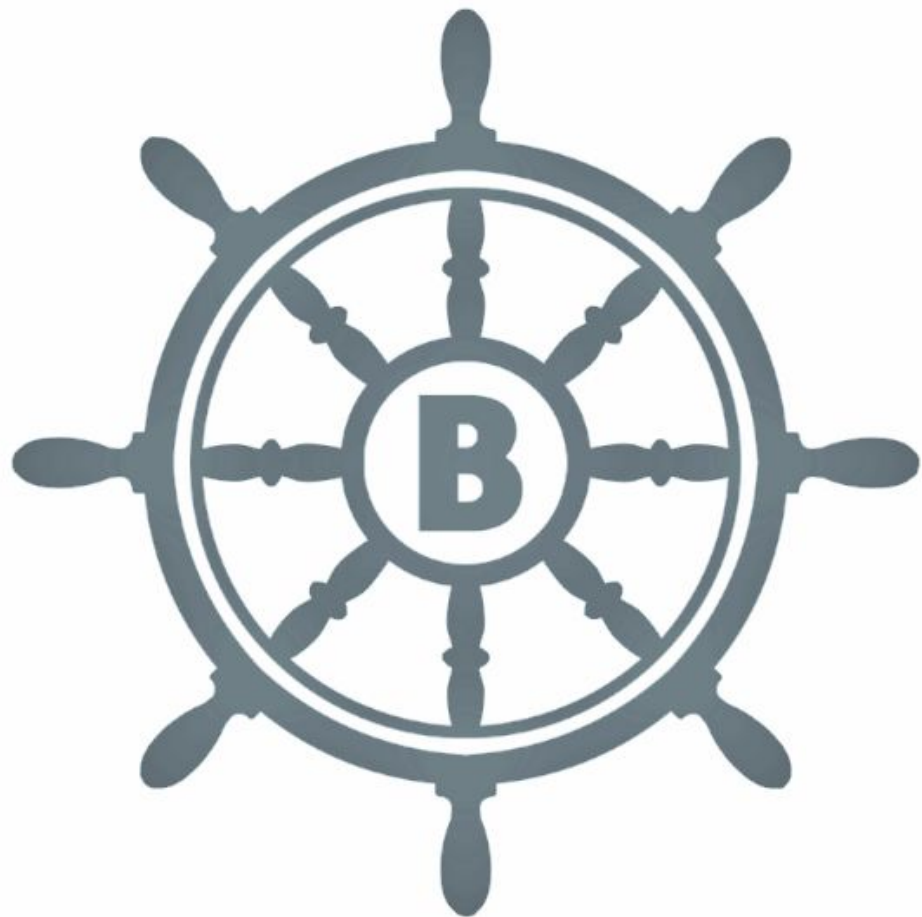
Students have rights to immediate enrollment if determined in best interest of the student with or without documentation

DCF must provide Foster Care Point of Contact with a Notice to LEA (Local Education Authorities)  
- Barbara Starkie

# SECTION 6:

## Restraint Training

2022-2023



# Physical Restraint

## It is...

“Direct physical contact that prevents or significantly restricts a student’s freedom of movement.”

Regulation 46.02 (3)

- **Chemical restraint/Medication Restraint**-is prohibited. Medication that is prescribed by a physician and authorized by the parent is not medication restraint.
- **Mechanical Restraint**- do not use without physician’s order and parental consent- as of 1/1/16 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.”

## IT IS NOT...

“Brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, or providing comfort.”

# What are the regulations regarding Physical Restraint?

- Training (more hours and specific content)
- Clarification in terminology/definitions
- Changes in documentation and reporting timelines and content
- Changes to school policy
- Changes in administrative oversight and review of data regarding physical restraints

## Physical Restraint should not be used:

- 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.**

# Time Out

Staff remains accessible. Staff is present, continuously observing the student.

Principal approval is required to extend time longer than 30 minutes.

**Exclusionary Time-Out-** an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.



# What communication should occur during a restraint?

- Communicate during the crisis. State what type of assistance you need.
- Protocols have been developed and posted in the principals' offices about who to call and how to contact them quickly.
- Try to ensure a witness is present during any crisis.

## Training and Awareness

- Recommended 16 hours annually for ALL staff
- Training content should include:
  - School restraint policy
  - Methods of prevention and alternatives to restraint
  - Types of restraint and safety related considerations
  - Administering restraint in accordance with student's needs/limitations including known or suspected trauma history
  - Required reporting and documentation
  - Identification of a crisis team and those to serve as a resource
  - Identification of dangerous behaviors
  - Experience in restraining and being restrained
  - Instruction on the impact physical restraint has on the student and family

# What happens after a physical restraint?

## **Communicate with students:**

- Review the incident with student to address behavior.
- Review the incident with the staff person(s) who administered the restraint to discuss if proper procedures were followed.
- Ask: “How can we avoid this happening again?”
- Review the incident with other students who may have witnessed the hold.

**Document the occurrence** of each instance of aggression and use of physical restraint. Data of **ALL** restraints used should be submitted to the Department annually as directed.

**Report to DESE** the use of any restraint. **Notify school administration** as soon as possible and provide written report no later than next working day. **Notify parents** - The principal or Student Services Director verbally notifies parents as soon as possible (within 24 hours) and by written report within 3 school working days. Students and parents must be allowed to comment.

# What happens after a physical restraint cont.?

**Written Report:** Who was restrained? Participated? Observed? Was informed and when? *If longer than 20 minutes, the name of the principal or designee who approved continuation.* When did it occur? What was happening before, during and after? What alternative efforts were attempted? Describe holds used and reasons for their use. Document any injuries to students/staff. Has the school taken, or will it take any further actions including disciplinary consequences? How were parents notified?

**Report all restraint-related injuries to the Department.** When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. We will also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action is warranted and, if so, shall notify the us of any required actions within 30 calendar days of receipt of the required written report(s).



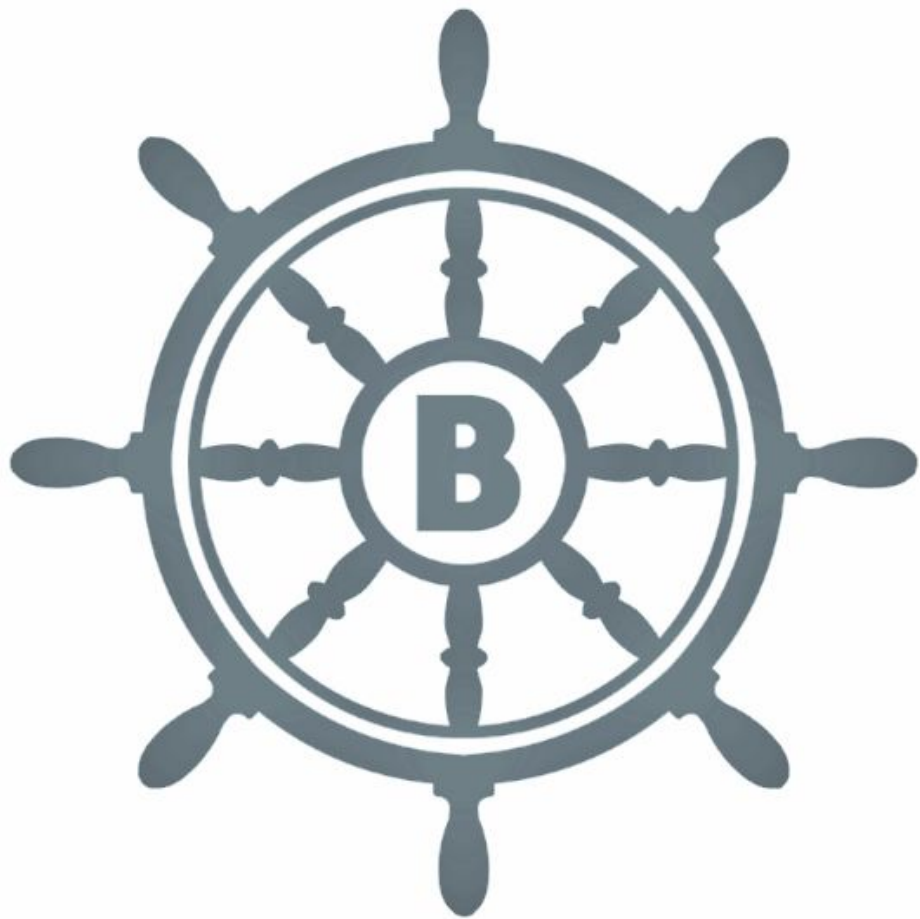
# What is a settling room and when it is used?

- Can be used as a place for a student to go to and regroup to avoid behavior escalation
- May be used for students who exhibit physically unsafe behaviors to themselves or others
  - If this is the case the student would have it specified in their Behavior Plan and/or Individualized Education plan that has been signed by parents and staff.
- If this room is to be used as a reactive procedure as mentioned above it will be in conjunction with positive behavioral supports that will also be outlined in the behavior plan.
- All use of the settling room, whether for educational reasons (quiet place to read) or behavioral, will be documented including date, time, purpose, duration, and staff supervising.

SECTION 7:

FERPA

2022-2023



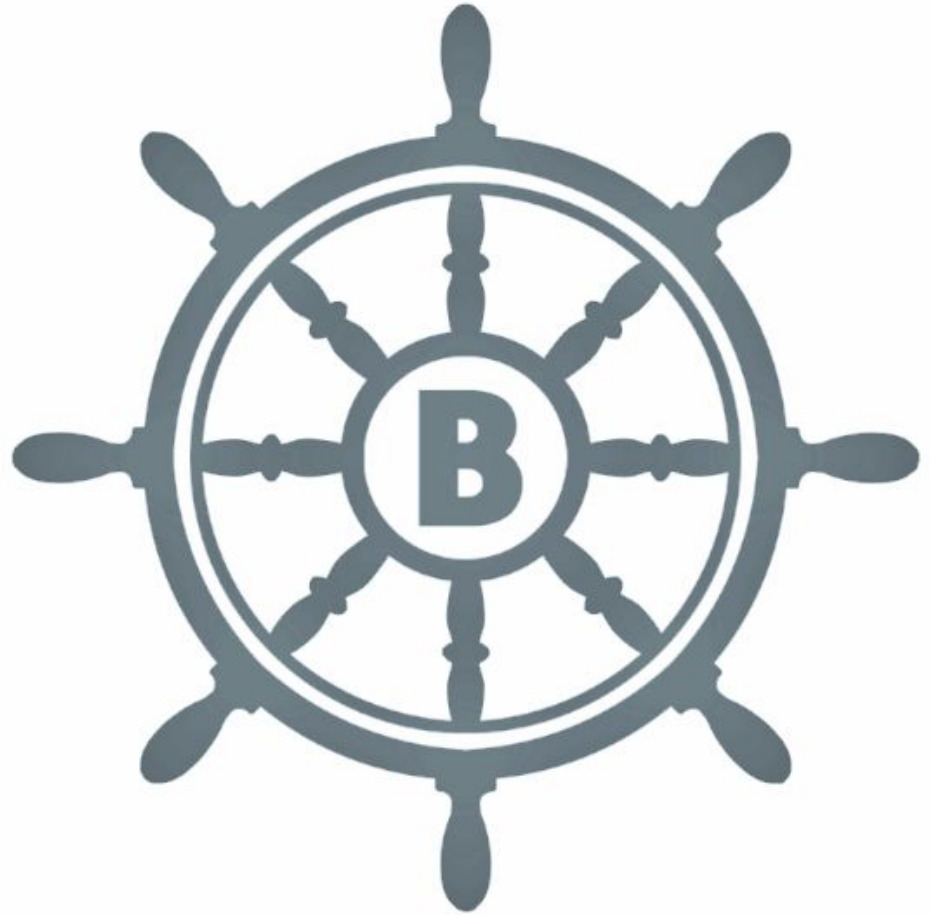
# Student Privacy - FERPA



## SECTION 8:

# Mandatory Reporting/ Abuse & Neglect

2022-2023



# Mandated Reporters

Under G.L.C.119,S.51A, school personnel are mandated reporters. DESE Joint Advisory: offers a through Q& A Section educators should read:

<https://www.doe.mass.edu/lawsregs/advisory/082010childabuse.html>

If someone has reasonable cause to believe that a child under the age of 18 is suffering physical or emotional injury resulting from abuse which causes harm or substantial risk of harm, he/she must notify the principal.

Any person who fails to do so is subject to fines. Any person who knowingly files a frivolous report is subject to fines.

Effective 7/1/10 a mandated reporter who has knowledge of child abuse or neglect that results in serious bodily injury to, or death of, a child and who willfully fails to report such abuse or neglect may be fined up to \$5000 or imprisoned in the House of Correction for up to 2.5 years, or both.

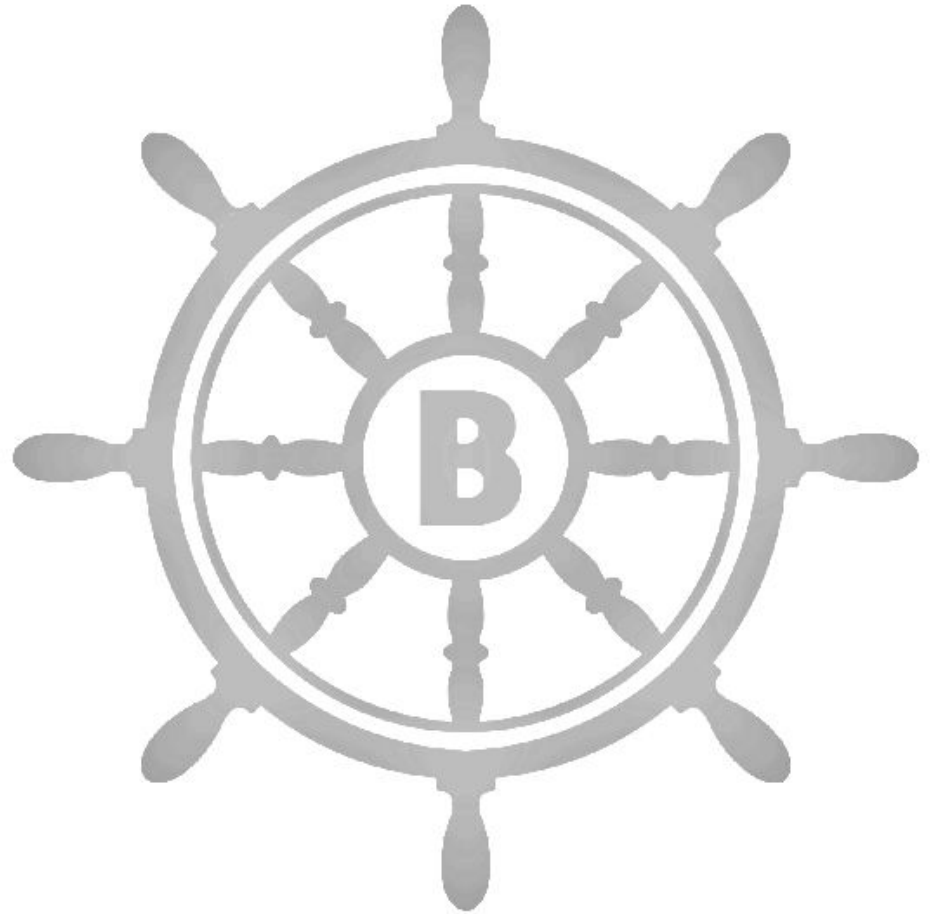
**Complete the [Mandated Reporting Training](#) Located on Slide 42.**



SECTION 9:

Conclusion &  
Next Steps

2022-2023



# Questions?

See Your Building Principal

Or

Barbara Starkie  
Assistant Superintendent  
bstarkie@bourneps.org  
508-759-0660

Or

Jordan Geist  
Director of Business Services  
jgeist@bourneps.org  
508-759-0660

Be Sure to complete this training! Bring your certificates to your school's Main Office:

- [Mandatory Reporting 51A](#)

Be Sure to complete this training if you did not complete it last year! Bring your certificates to your school's Main Office (must be done every 2 years):

- [Municipal Employees Ethics Training\\*](#)

And.....acknowledge your engagement in this presentation no later than October 3, 2022, by signing here:

- [22-23 BPS Mandatory Training Verification](#)