

Annual Employment Training

The Public Schools of Dover & Sherborn

2023-2024

WHY PROVIDE ON-LINE TRAINING?



- **Annual employment training is mandated by the Department of Elementary and Secondary Education (DESE) and by state and federal law from a Civil Rights perspective. In addition to being good practice, it communicates expectations and is a good resource for all employees.**
- **All employees are required to participate.**
- **This training protects individuals and the district and ensures that all employees know their rights and responsibilities.**

NON-DISCRIMINATION

Statement of Non-Discrimination

Federal Law Title II

Federal Law Title VI

Federal Law Title IX

Federal Law Section 504



STATEMENT OF NON-DISCRIMINATION



- **The Dover-Sherborn Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. We are committed to ensuring that all programs and facilities are accessible to all.**
- **The Dover-Sherborn Public Schools actively prohibit discrimination or harassment on the basis of age, race, color, sex/gender, gender identity, religion, national origin, disability, national origin, sexual orientation, disability, or homelessness and ensures that all students have equal rights of access and equal enjoyment of opportunities, advantages, privileges, and courses of study in accordance with M.G.L. c.76 s.5**



STATEMENT OF NON-DISCRIMINATION (cont'd)

NON-DISCRIMINATION STATEMENT AND PROCEDURES

The Dover-Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act).



STATEMENT OF NON-DISCRIMINATION (cont'd)

Legal References

Title I of the American Disabilities Act of 1990 – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment

Title II of the Americans with Disabilities Act of 1990 - prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities

Title VI of the Civil Rights Act of 1964 – prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex

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

M. G. L. chapter 76 section 5 – prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation

McKinney-Vento Homeless Assistance Act – prohibits discrimination in all public schools on the basis of homelessness.

TITLE II- AMERICANS WITH DISABILITIES (ADA)



Prohibits discrimination against:

- **access to programs and facilities**
- **free appropriate public education for elementary and secondary students**
- **employment**

Applies to special education services, evaluations, 504 Plans and IEPs, as well as student discipline.

DCAP (District Curriculum Accommodation Plan)



- Each school district is required to have on record a District Curriculum Accommodation Plan (DCAP). Mass General Laws (M.G.L. c. 71 s. 38Q ½)
- The written plan shall assist Principals and teachers in ensuring that appropriate support is available for students and teachers as they ensure that all efforts are made to meet student needs within the general education environment. By analyzing and accommodating the wide range of student learning styles, we can provide a truly inclusive environment for all of our learners.

[Link to D-S DCAP](#)

TITLE VI



- **Protects against discrimination based on race, color, and national origin.**
- **Applies to students, parents, and employees.**
- **Prohibits discrimination in students' class assignments or ability tracking and protects Limited English Proficient (LEP) students.**
- **Building Principals handle inquiries regarding non-discrimination policies.**

TITLE IX



- Prohibits discrimination or harassment related to gender, including sexual harassment.
- Refer to the system's sexual harassment policy for specifics regarding steps taken to investigate (Policy ACAB) allegations of harassment.
- Refer all Title IX issues to your building Principal or to the Assistant Superintendent of Schools.

TITLE IX (cont'd)



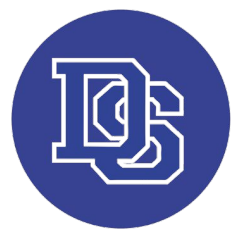
- **Sexual harassment creates a hostile environment due to inappropriate speech, materials, or actions.**
- **Sexual harassment is a form of sex discrimination and includes unwelcome sexual advances, requests for sexual favors, or other conduct, physical or verbal, of a sexual nature.**
- **Sexual harassment interferes with school or work performance and creates an intimidating or offensive environment.**

TITLE IX (cont'd)



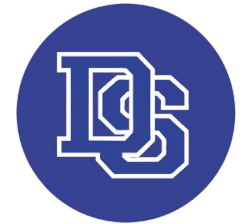
- **Examples of prohibited activities that might create a hostile work/learning environment might include:**
 - **vulgar or explicit sexually related epithets, abusive language**
 - **sexually explicit behavior or indecent exposure by students or employees**
 - **graffiti, posters, or calendars**

SECTION 504



- **Requires that no qualified disabled person shall be discriminated against or be excluded from participation in an activity on the basis of disability.**
- **A disability is a mental or physical impairment that limits a person's major life activity (self-care, walking, seeing, learning, breathing, speaking, working).**
- **Reasonable accommodations must be made to provide access to programs and/or facilities.**
- **No discrimination against a person with a disability will be permitted in any of the programs of the Dover Sherborn Public Schools.**
- **Questions about eligibility and enforcement should be directed to your Assistant Principal.**

BULLYING & HARASSMENT



BULLYING (M.G.L. c. 71, § 370)



- In response to the requirements of the bullying prevention and intervention law, M.G.L. c. 71, § 370 , all school districts, charter schools, non-public schools, approved private special education day or residential schools, and collaborative schools must have a DESE-approved Bullying Prevention and Intervention Plan (BPIP) in place.
- Part of the legislation requires all personnel working with school-age children to receive professional development-training on bullying. We meet this standard by way of this online training and by other supplemental training provided at the schools.
- The Fiscal Year 2014 budget, adopted in June by the Legislature and signed into law by Governor Patrick, included amendments to the Massachusetts anti-bullying law (M.G.L. chapter 71, section 370). Those amendments extend protections to students who are bullied by a member of the school staff, who are defined to include but are not limited to an "educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional."

BULLYING (cont'd)



- Please visit [our website](#) to review the Dover Sherborn Public Schools' Bullying Prevention Intervention Plan.
- Visit the [MA Bullying & Prevention Resources](#) website or consult with an administrator should you be the victim of bullying or suspect that a student is the victim of bullying.

ADDRESSING & REPORTING SUSPECTED HARASSMENT OR DISCRIMINATION



Tips:

- Enlist parents/guardians, students, and community groups in the effort
- Monitor the school climate
- Foster respect and appreciation for diversity
- Be sensitive to religious holidays
- Implement measures to address harassment immediately and effectively
- Collaborate with law enforcement
- Review crisis intervention plans
- Document and report all harassment incidents

REPORTING REQUIREMENTS



- **Any employee or student who believes he/she has been the victim of harassment or discrimination should report it to a building administrator, counselor, or a teacher.**
- **Active investigations will result from the report, as applicable, and may result in sanctions up to termination or expulsion.**
- **If the conduct violates law, appropriate authorities will be notified.**

PROCESS FOR FILING A COMPLAINT



- **Inquiries concerning the application of Title VI, Title IX/Chapter 622 and Section 504 in the Dover Sherborn Public Schools may be referred to the building coordinator(s) or the respective principal. All inquiries concerning the protection and rights afforded to persons in the other protected categories (color, religion, sexual orientation) may be referred to the above coordinator or to the Assistant Superintendent of Schools at 157 Farm Street, Dover MA 02030, 508-785-0036.**
- **Inquiries concerning the applicability of the aforementioned federal laws and regulations to the Dover Sherborn Public Schools may also be referred to the U. S. Department of Education, Office of Civil Rights (OCR), J.W. McCormack POCH, Boston, MA 02109-4557, 617-223-9662, TTY 617-223-9695. Concerns relating to the implementation of the Massachusetts equal educational opportunity law (M. G. L. c. 76 s.5) may be directed to the Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148, 781-338-3700.**
- **In lieu of filing a complaint with the Dover Sherborn Public Schools, a complaint may be filed directly with the OCR within 180 days of the alleged discrimination or harassment. In addition, a complaint may be filed with OCR within 60 days of receiving notice of final disposition of the complaint by the Dover Sherborn Public Schools, or in certain instances, within 60 days of receiving a final decision from the Bureau of Special Education Appeals (BSEA). Please note that a complaint filed with OCR is limited to issues of discrimination and harassment. OCR has no jurisdiction over compliance with state and federal special education laws.**

GRIEVANCE PROCEDURES



Grievance Procedures for Discrimination Violations

Any student or employee who feels that he or she has been discriminated against because of race, color, national origin, sex, religion, disability, sexual orientation, age or homelessness with regard to admission to, access to, treatment in, or employment in its services, programs and activities should utilize the following procedure to register a grievance with the Dover Sherborn Public Schools:

- **Students or employees should submit any allegation of discrimination in writing to their building principal for consideration. The nature of the complaint should be specified in detail.**
- **The principal or his/her designee will investigate the allegations and respond to the complaint in writing within fifteen (15) school days of the receipt of the written complaint.**
- **If the matter is not resolved, the complainant may appeal in writing to the Grievance Coordinator, Assistant Superintendent of Schools. The Coordinator will meet with the complainant and respond within fifteen (15) days of receipt of the written complaint.**

GRIEVANCE PROCEDURES Cont'd



- **If at the end of ten (10) school days following the written response from the Grievance Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools in writing.**
- **The Superintendent will investigate the complaint and respond in writing to the complainant within fifteen (15) school days after having received the complaint.**
- **If the matter remains unresolved, the complainant may appeal in writing to the appropriate school committee within ten (10) school days of the receipt of the Superintendent's response. The school committee will meet within fifteen (15) days to review and consider the matter. The committee will respond to the complainant in writing within fifteen (15) school days following the meeting.**
- ***Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered a maximum, and every effort should be made to expedite the process.***

**CARE & PROTECTION OF
CHILDREN UNDER AGE 18:
MANDATED REPORTING**



CARE AND PROTECTION OF CHILDREN UNDER AGE 18 (51A REPORT)



- School personnel are mandated reporters legally obligated to contact the Massachusetts Department of Children and Families (DCF).
- If school personnel have reasonable cause to suspect physical or emotional abuse or substantial risk of harm/neglect they must follow DCF 51A reporting requirements.
- Please consult with school principals, school nurses, guidance counselors, or the Assistant Superintendent for assistance if abuse or neglect is suspected.
- The human resource link of the DS website contains the most current [mandated reporter guidelines](#), as well as several resources for faculty and staff.

CONFLICT OF INTEREST & ETHICS TRAINING



CONFLICT OF INTEREST - ETHICS

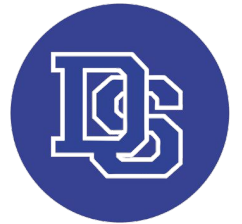


All employees of the Dover Sherborn Public Schools, as required by law, must complete the on-line [Conflict of Interest Training and acknowledgement form](#).

All employees of the Dover Sherborn Public Schools, as required by law, must complete this training on a bi-annual basis. This is our ON YEAR.

Questions regarding ethics laws and the Conflict of Interest Law should be forwarded to the Central Office located at 157 Farm Street, Dover, MA 02030. The office phone number is 508.785.0036.

CONFIDENTIALITY - GENERAL STATEMENT, FERPA & PPRA



STUDENT RECORDS - GENERAL STATEMENT



- In order to provide students with appropriate instruction and educational services, it is necessary for the Schools to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to eligible parents/guardians and/or the student in accordance with law, and yet be guarded as confidential information.

Authorized school personnel: shall consist of three groups:

- (1) 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.**
- (2) 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.**

CONFIDENTIALITY - FERPA & PPRA



(3) The evaluation team that evaluates a student.

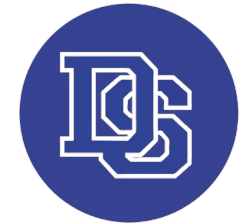
The Federal Protection of Public Rights Amendment (PPRA) affords parents/guardians and students who have reached the age of 18 (“eligible students”) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 099) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. Additional information about the FERPA can be found on the [US Department of Education website](#).

Parents/guardians and eligible students who believe their rights under PPRA and/or FERPA may have been violated may file a complaint with:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

EMPLOYEES AND USE OF SOCIAL MEDIA/NETWORKING



PROTOCOLS ON SOCIAL NETWORKING



The Superintendent and the School Principals annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1. improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.**
 - a. Teachers may not list current students as “friends” on networking sites.**
 - b. All e-contacts with students should be through the district’s computer and telephone system, except emergency situations.**
 - c. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.**
 - d. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.**
 - e. Inappropriate contact via e-mail or phone is prohibited.**

PROTOCOLS ON SOCIAL NETWORKING (cont'd)



- 2. inappropriateness of posting items with sexual content**
- 3. inappropriateness of posting items exhibiting or advocating use of drugs and alcohol**
- 4. examples of inappropriate behavior from other districts, as behavior to avoid**
- 5. monitoring and penalties for improper use of district computers and technology**
- 6. the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in online conduct.**

If inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

COLLECTIVE BARGAINING AGREEMENT

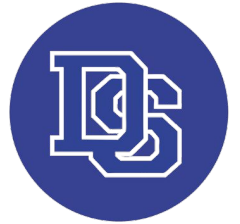


ANNUAL PROVISION OF COLLECTIVE BARGAINING AGREEMENT BETWEEN SCHOOL COMMITTEES AND THE TEACHER'S UNION



The Public Schools of Dover Sherborn Public Schools are required to make the current Collective Bargaining Agreement Between the School Committees and the DSEA available. Accordingly, and in compliance with this regulation, the current Collective Bargaining Agreement can be found on the publications and downloads section of the superintendent's link on the DS website.

OVERVIEW OF CRISIS INTERVENTION & PHYSICAL RESTRAINT

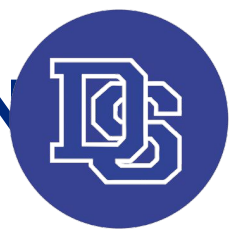


CRISIS PREVENTION & INTERVENTION



- **The purpose of 603 CMR 46.00: (Physical Restraint Regulations) is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint.**
- **Physical restraint shall be used only in emergency situations of last resort, after all other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.**

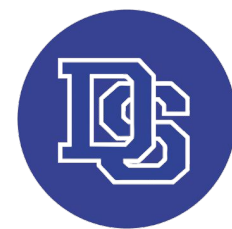
SAFETY CARE BEHAVIORAL CRISIS PREVENTION AND MANAGEMENT TRAINING®



- **Safety Care is our system-wide program used for working with children to both prevent crisis events and decrease the frequency, intensity, and duration of crisis events. Annual training with certification and recertification training sessions will be offered to interested personnel.**

- **The Goals of Safety Care are:**
 - **Prevent behavioral crisis.**
 - **Reverse the momentary escalation and intensity of crisis behaviors.**
 - **Teach and strengthen behaviors that are incompatible with crisis behaviors.**
 - **Safely and therapeutically manage crises without injury or trauma.**
 - **End crises as quickly as possible.**
 - **Decrease the future likelihood of behavioral crisis.**

UNDERSTANDING CHALLENGING BEHAVIOR



Safety Care divides challenging behavior into 3 categories. Challenging behaviors are those that are dangerous or that interfere with learning and functioning.

Disruptive Behaviors: interfere with learning and functioning

Dangerous Behaviors: are potentially harmful

Very Dangerous Behaviors: have a high likelihood of causing serious harm

THE BEHAVIOR CONTINUUM



Antecedent: happens **BEFORE** the behavior

Behavior: what the person **DOES**

Consequence: what happens **AFTER** the behavior

Reinforcers: consequences which **STRENGTHEN** behavior or make them more likely to happen in the future

Punishers: consequences which **WEAKEN** behavior or make them less likely to happen in the future

**** We use a functional approach to assessment of behavior and use proactive, positive-first methods to promote, teach, and reinforce positive and pro-social behaviors.**

SETTING UP FOR SUCCESS



Environment: Clean, organized rooms with limited extraneous stimuli available.

Loud/Unstructured Times: Consider the lunchroom, hallway, and other environments which are loud or less structured and plan for possible changes to promote success in those areas.

Dress: When working with children who may display crisis behaviors, consider limiting loose clothing, clothing or jewelry which can be pulled, and wear shoes that are closed toed, have traction, and don't slip off.

History: Understand internal and external factors which may predispose some children to display crisis behaviors so as to plan proactively for those students.

Reinforcement: Look for positive, pro-social behaviors and use praise and other positive reinforcers when those behaviors are displayed.

NON-VERBAL BEHAVIORS



Our nonverbal behaviors are connected with our ability to reduce the intensity/frequency of behavioral events.

- **Keep a calm, neutral tone**
- **Avoid “prison guard” stance, utilizing less intimidating physical postures**
- **Use eye contact, but be careful not to stare at student**

Our students may begin to display signs of escalation through the display of non-verbal behaviors. Intervening at these beginning stages of escalation will likely lead to decreased duration/intensity of outbursts.

- **Head down**
- **Avoidance of eye contact**
- **Wandering around the room**
- **Leaving the room**

THE SAFETY CARE TEAM



- **The Safety Care Team is comprised of a leader, support staff, and an observer/reporter.**
- **Each school has a system for calling the Safety Care team to a location where a student is having behavioral difficulty.**
- **The Safety Care Team should be notified earlier in the process of escalation as opposed to solely when the student displays aggressive or destructive behaviors.**
- **When the Safety Care Team arrives, a plan of action will be developed, and executed. Communication with administration and other relevant parties will continue throughout crisis.**

PHYSICAL RESTRAINTS & PROCEDURES



Physical Restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone Restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

- **Protective Procedures**: staff response to child-led aggressions to block aggression or remove a part of a child's body which is holding a part of a staff person's body.
- **Stability Holds**: are used to briefly immobilize an agitated individual. Stability Holds are considered Restraints.
- **Escorts**: are used to move the person to a safer, less agitating, less stimulating location.
- **Extended restraint**: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation.

OTHER RESTRAINTS AS TAKEN FROM MA 603 LAWS



Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. **MECHANICAL RESTRAINT IS PROHIBITED IN DS SCHOOLS (POLICY JKAA).**

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint. **MEDICATION RESTRAINT IS PROHIBITED IN DS SCHOOLS (POLICY JKAA).**

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. **SECLUSION IS PROHIBITED IN DS SCHOOLS (POLICY JKAA).**

Time-out shall mean 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. 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.

***A staff member must obtain permission from the principal for a time-out to exceed 30 minutes.**

USE OF PHYSICAL RESTRAINT



Physical management procedures are used only when there are no other safe alternatives.

These three conditions *MUST* be met in order to consider the use of physical management:

- 1) student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others**
- 2) student is not responsive to verbal directives or other lawful and less intrusive behavior interventions or such interventions are deemed to be inappropriate under the circumstances**

Applies to all school events and activities sponsored by public education programs.

WHEN PHYSICAL RESTRAINT MAY NOT BE USED



Physical restraint is prohibited in the following circumstances:

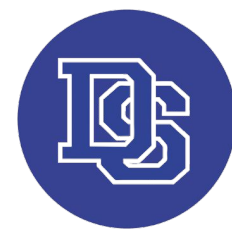
- **As a means of discipline or punishment**
- **As a response to destruction of property**
- **Disruption of school order or a school assembly**
- **Student's refusal to comply with a school rule or staff directive**
- **Verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others**
- **Because de-escalation is taking too long**

PROPER ADMINISTRATION OF PHYSICAL RESTRAINT



- **Trained personnel should administer physical restraint.**
- **Training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.**
- **The physical restraint shall be witnessed by another adult who does not participate in the restraint, whenever possible.**

Proper Administration of Physical Restraint (cont'd)



- Use only the amount of force necessary to protect the student or others from physical injury
- Use the least intrusive method of physical management available which is likely to be successfully used in the situation
- Discontinue a restraint as soon as possible. Restraints lasting over twenty (20) minutes are considered an "extended restraint."

SAFETY CARE PRACTICES



- **Do not apply pressure to head, neck or torso**
- **Do not restrict breathing, block airway, place object over the face, or put pressure on diaphragm**
- **Do not use joint locks or pressure points**
- **Do not place person in uncomfortable posture**
- **Do not use more force than necessary for safety**
- **Do not attempt to escort on unsteady footing such as stairs, debris, or ice.**

SPECIAL CIRCUMSTANCES



- **Be aware of any medical or psychological limitations, as well as behavior intervention plans for individual students, including students with disabilities.**
- **Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.**
- **For students who require frequent restraint due to a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent/guardian's consent to waive reporting requirements unless the restraint results in injury or constitutes an extended restraint.**

FOLLOW-UP PROCEDURES FOR PHYSICAL MANAGEMENT



Post-Release Evaluation: evaluate physical status of student –completed by nurse

Notification: administration are to be notified immediately

Notification: parents are to be notified within the school day

Documentation: incident report to be submitted within 24 hours

Student Processing: if appropriate, meet with student to process event and plan for future strategies

Staff Processing: staff members involved in crisis event will meet within 5 school days to review all aspects of event and plan for future changes to reduce likelihood of future crises

INFORMING THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION



- **A report should be filed when a restraint has resulted in a serious injury to a student or staff member or the restraint lasted longer than twenty (20) minutes (extended restraint).**
- **Provide a copy of the written report to the Department of Elementary and Secondary Education within twenty four hours of the administration of the restraint.**
- **Also submit a copy of the record of physical restraints maintained by the administrator for the thirty day (30) period prior to the reported restraint.**
- **The District reports all restraints to the state at the end of the school year.**

EMPLOYEE ASSISTANCE PROGRAM



EMPLOYEE ASSISTANCE PROGRAM



- **The Employee Assistance Program provides:**
 - **Professional care and support from skilled counselors**
 - **Legal and financial services**
 - **For a total confidential resource,
call: 1-800-451-1834**
[MIA Employee Assistance Program](#)

STUDENT ACCESS TO CURRICULUM DURING SUSPENSIONS



CONTINUATION OF SERVICES



Any student who is expelled or suspended from school, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

THANK YOU!

ALL employees must acknowledge receipt and review of these policies; please sign-off on the clipboard in your school's main office by **Friday, September 29th.**



INSPIRE

CHALLENGE

SUPPORT