

Civil Rights Training, Restraint Training & Other important Information

**Tantasqua Regional / Union 61
School Districts
2017-2018**

Important Information...

Please read carefully

- Please carefully read through this entire PowerPoint – it is estimated to take approximately 20 minutes.
- A survey will be sent to you via email with questions related to the PowerPoint information. You will need to complete the questionnaire indicating that you have read and understand the contents of this presentation.
- We ask that you complete the questionnaire on or before October 27th.
- Thank you, in advance, for your compliance with these legal requirements.

Why provide on-line training?

- Annual training is mandated by the Massachusetts Department of Education
- All employees are required to participate
- This training protects individuals and the district and ensures that all employees know their rights and responsibilities
- If you have questions about any information contained herein, please contact your building administrator

What is non-discrimination?

- The Tantasqua Regional / Union 61 School Districts are committed to ensuring that all programs and facilities are accessible to all
- We actively seek to prevent discrimination or harassment on the basis of age, color, disability, national origin, home status, religion, race, gender or sexual orientation

Federal Law: 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 English Language Learner (ELL) students
- Building Principals handle inquiries regarding non-discrimination policies

Federal Law: Title IX

- Prohibits discrimination or harassment related to gender, including sexual harassment
- Refer to the district anti-harassment policy for specifics regarding steps taken to investigate
 - Your building's designated persons are listed in the Anti-Harassment Policy included in your Teacher's Handbook
- Refer all Title IX issues to your building principal or the Superintendent of Schools

Title IX: Understanding Sexual Harassment

- 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: Understanding Sexual Harassment

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

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 the law, the appropriate authorities will be notified

Federal Law: Section 504

- Requires that no qualified disabled person shall be discriminated against or be excluded from participation in an activity
- 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/modifications must be made to provide access to programs and/or facilities

Federal Law: Section 504

- No discrimination against a person with a disability will be permitted in any of the programs of the Tantasqua Regional / Union 61 School Districts
- Questions about eligibility and enforcement should be directed to the building-based 504 coordinator

Federal Law: Title II (American Disabilities Act)

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

Tips for Addressing Harassment/Discrimination

- Enlist parents, students, and community groups in the effort
- Monitor the school climate
- Foster respect and appreciation for diversity
- Be sensitive to religious holidays

More Tips for Addressing Harassment/Discrimination

- Implement measures to address harassment immediately and effectively
- Collaborate with law enforcement
- Review crisis intervention plans
- Document and report all harassment incidents

Care and Protection of Children Under 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, or the district's Director of Special Education for assistance if abuse or neglect is suspected

Mandated Reporting of any School Fires

- If you see a fire on school property, inform your building principal immediately
- As per M.G.L. c. 71, s. 37L, principals are mandated to report the “unauthorized ignition of any fire within the school building or on school grounds to the local fire department” within 24 hours.

Overview of Physical Restraint Guidelines and Crisis Prevention and Intervention

Physical Restraint of Students Policy JKAA

- Each school in the Tantasqua/School Union 61 Districts has a Physical Restraint of Students Policy (Policy # JKAA) which has been approved by their School Committee.
- Please read the policy carefully so that you are familiar with its contents.
- Each school in the district has a Principal/Administrator User Manual on Physical Restraint Procedures related to, Massachusetts 603 CMR 46.00: *Preventing Physical Restraint and Requirements If Used*; that includes detailed forms and protocols.

Physical Restraint of Students Policy JKAA

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements;
- Procedures for receiving and investigating complaints.

Policy JKAA Physical Restraint of Students

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Tantasqua Regional/School Union 61 Districts. Further, students of the District are protected by law from unreasonable use of physical restraint.

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint that is inconsistent with 603 CMR 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.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Seclusion and Time-out (603 CMR 46.02; 46.04 (1J))

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. 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.

Exclusionary time-out as a staff- directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff- directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

When a student is separated from the learning environment in an exclusionary time-out, s/he must be in a safe and calming environment. For any exclusionary time-out that may last longer than 30 minutes, programs must seek approval from the principal for the continued use of time-out.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Seclusion and Time-out (603 CMR 46.02; 46.04 (1J)) cont.

Seclusion: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

The key elements of this definition are two factors considered together, (1) the student is alone with no staff present or immediately available; and (2) the student is prevented from leaving the area. The use of seclusion is prohibited in Massachusetts.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05)

The following definitions appear at 603CMR 46.02:

Physical escort: Temporary touching or holding, without the use of force of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint: 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.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Mechanical restraint: The use of any physical device or equipment to restrict a student's freedom of the 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. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint: 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.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Prone restraint: 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.

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- There are no medical contraindications as documented by a licensed physician;
- There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
- The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the department of education recommends be at least 16 hours in length with a refresher training occurring annually thereafter.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. This does not, however, preclude a member of the School Committee or any teacher or any employees or agent of the School Committee from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

In addition, each staff member will be trained regarding the school's physical restraint policy. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Physical restraint shall **NOT** be used:

- (a) As a means of discipline or punishment;
- (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Two goals when utilizing physical restraint:

1. “To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and”
2. “To prevent or minimize any harm to the student as a result of the use of physical restraint”

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

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Determining When Physical Restraint May Be Used:

- “Non-physical interventions would not be effective; and
- The student's behavior poses a threat of imminent, serious, physical harm to self and/or others” and
- “Limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm”

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Proper Administration of a Restraint:

- Only 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.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Proper Administration of a Restraint cont.:

- Use only the amount of force necessary to protect the student or others from physical injury.
- Use the safest method available and appropriate to the situation.
- Discontinue a restraint as soon as the student has calmed and is deemed safe.
- “Floor or prone restraints shall be prohibited in public education programs on an individual student basis, and only under the specific circumstances documented in 603 CMR 46.03.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Safety Requirements:

- Restraint should not prevent the student from breathing or speaking
- Continuously monitor the physical status of the student such as skin color and respiration
- Release hold immediately if there are any signs of physiological distress
- Release hold when the student is no longer at risk of causing imminent physical harm to him or herself or others

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Post Restraint Procedures:

- Review the incident with the student in order to address the behavior that precipitated the restraint and to teach appropriate replacement techniques
- Review the incident with the staff to discuss restraint procedures and any changes necessary for future crisis intervention
- Discuss if any follow-up is appropriate for students who witnessed the incident.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Reporting Requirements:

- Utilize the Tantasqua & Union 61 Physical Restraint Report Form for all physical restraints.
- In addition to the Tantasqua & Union 61 Physical Restraint Report Form, the MA DESE Physical Restraint Form must also be completed for any restraint lasting over 20 minutes and/or if any injury occurs to a student or staff member.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Reporting Requirements cont.:

- Verbally inform the designated administrator of the restraint as soon as possible, and provide a written report by the next school working day
- The administrator must maintain an on-going record of all reported instances of physical restraint
- Administration to verbally inform the student's parents or guardians of the restraint as soon as possible
- Provide a written report postmarked no later than three school working days following the use of restraint

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Reporting Requirements cont.:

- All required reports and forms are available in the Principal/Administrator User Manual on Physical Restraint Procedures related to Massachusetts 603 CMR 46.00 Preventing Physical Restraint and Requirements If Used located in each school.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.03; 46.04; 46.05) cont.

Individual Student Review

- The principal/administrator must review restraint data on a weekly basis and convene a review team to assess the progress and needs of any student who has been restrained multiple times in the week and reach consensus on a plan for the student.

Policy JKAA

Physical Restraint of Students

Massachusetts 603 CMR 46.00

Physical Restraint Procedures and Reporting (603 CMR 46.06) cont.

Administrative Review

- The principal/administrator must review restraint data on a monthly basis to determine patterns of use, and make adjustments as necessary or appropriate to policy, conduct training, or take other action to reduce or eliminate the use of restraints.

Annual Reporting to DESE

- Schools and programs must report all physical restraints to the Department on an annual basis as directed by the Department. In addition, they must report to the Department any restraint-related injury to students or staff within three school working days.

Applied Non-Violence (ANV) CRISIS INTERVENTION®

- Applied Non-Violence Restraint is the program now utilized by the District.
- We will continue to train interested staff in the ANV model, so that all restraint-trained staff are trained in this one methodology.
- The following slides highlight some of the features of ANV

Applied Non-Violence ANV

- The ANV approach is to reflect an attitude. The attitude that violence is just one more type of *unacceptable, inappropriate behavior*.
- We will not permit an aggressor to deflect whatever issue is being discussed with any kind of inappropriate behavior.

Applied Non-Violence ANV

- Most situations can be prevented or defused if we are alert and sensitive to the situation as it begins to evolve.
- Effective verbal and non-verbal intervention skills assist potential aggressors in comprehending our message, rather than their fears

Applied Non-Violence ANV

ANV is guided by several key principles:

- Respect, support and foster a person's self-respect and dignity (No matter what kind of behavior the person demonstrates);
- Respect, support and foster the physical well-being of all people. This applies equally to the aggressor, the victim or to the bystanders; and

Applied Non-Violence ANV

- Always modulate the level and intensity of our actions. Be appropriate to the intensity of that situation and to do no more than is necessary.
- Modulation is defined as “The smooth progression of force, up or down as needed, to match the level of intensity of the aggressor’s physical actions.”

Applied Non-Violence ANV

Five Professional Objectives

- **De-escalation** of the conflict and the forces employed
- **Maximum safety** for the aggressor, the victim and us
- **Minimum Intrusive-effect** (balanced against our need for **Maximum professional options**)
- **Modulation** of our actions and input
- Use of **Good judgment**

Nonverbal Behavior:

- A large portion of the message that we communicate is nonverbal
- Awareness of nonverbal communication increases the chances of deescalating a potential Acting Out Person
- Proxemics (personal space)
 - Affects the anxiety level of an individual when personal space is invaded
- Kinesics (body language)
 - Hand gestures, facial expressions, posture and body movement

Paraverbals:

*Not what we say, it is how we say it

38% paraverbal 55% nonverbal
7% verbal

- Tone: Inflection of voice
- Volume: How loud or soft
- Cadence: Rate and rhythm at which we speak

De-escalation Techniques

- Share with the aggressor your awareness of their problem – to them, the problem is quite real. You want to help in any appropriate manner you can
- Never demand things of a person. State needs and requirements as calmly, simply and politely as you can.
- Give the aggressor options. Give them time to process these options. Patience is key.

De-escalation Techniques

- Always leave the person a “face-saving” way out of the situation they have found themselves in.
- Always empower people to seek and define their own solutions or problem-resolutions.

De-escalation Techniques

- Keep all verbal communications simple; complexity burdens people unfairly
- Even under normal circumstances you communicate with your expression, posture, voice, muscle-tone and touch as much or more than you do with your words. Be certain your words and body language exhibit calm
- Keep talking; silence can be intimidating

Assessing the Situation

- There are 6 key “W” questions you need to ask yourself every time you are deciding what steps to take in a situation. Ask yourself these questions to help you assess the situation and your appropriate response to it

Assessing the Situation

WHO is involved in this?

- Who is the aggressor targeting (is that person a co-aggressor, is the other person in the process of losing his temper, is the other person engaged in behavior that will endanger a third party?)

Assessing the Situation

WHERE do you need to be?

- The best place to stand to protect the victim of an attack is often a lousy place to stand if you have to defend yourself, or, if you find you must move to a restraint. Don't be afraid to take a few seconds longer to achieve a better position.

Assessing the Situation

WHAT is going on?

- Your verbal re-direction will be much more effective if you can use it to address the concerns of the person/people in the conflict-situation.

Assessing the Situation

WHAT is in the environment?

- Are there objects that can be thrown? Are people out of their seats? Are there things on the floor or on the ground that could cause you or a person to trip and fall?

Assessing the Situation

WHY is this occurring?

- Is it something simple that you can “fix”? Or, is it a complex issue that you are better off not even getting involved with in any way? Is there an underlying problem that you need to address?

Assessing the Situation

WHAT will bring the situation to rest?

- It may be that you will be required to restrain someone (only if you are trained!) to insure everyone's safety. However, it may be that you can broker a solution between the people involved, or, that you can remove the item causing the trouble. We do not want to do more than we need to do to get things to calm down. It is often quite effective to try to broaden the person's perspective. Remind him or her that appropriate behavior is expected of everyone.

CONFIDENTIALITY

- Essence of the laws:
 - Protection of personally identifying information that is collected, used or maintained
- Governance:
 - Family Educational Rights and Privacy Act
 - MGL c. 71 Sec. 34H
 - 603 CMR 23.00
 - FERPA: 20 USC
- Helpful Hints
 - **DO:**
 - Think about the dignity and privacy of each student with whom you work.
 - Think about your surroundings when having a professional discussion regarding a student.
 - Support your peers in this effort.
 - Safeguard email ... it is a public document.
 - **DON'T:**
 - Discuss students in front of other students or in public areas:
 - Grocery store, theater, restaurant, cook-out, or picnic, church, teachers' lounge
 - office area, athletic fields, etc.
 - Use full names of students
 - Leave records unsecured

BULLYING PREVENTION AND INTERVENTION

- The law requires all school employees to immediately report any instance of bullying or retaliation that they have witnessed or become aware of to the principal, who shall promptly conduct an investigation. See school/district plans to review your obligations under the law.

Bullying Prevention and Intervention Plans

Each school district, charter school, non-public school, Department-approved private special education school, and collaborative school must create a Bullying Prevention and Intervention Plan (Plan) that prohibits bullying, cyberbullying, and retaliation. The Plan is to include information on reporting, notice to parents and guardians, notice to law enforcement as necessary, and counseling strategies and procedures for creating safety plans for victims. Bullying Prevention and Intervention Plans must be updated every other year. (See M.G.L. c. 71, § 37O, added by Chapter 92 of the Acts of 2010.) When developing the Plan, school districts, charter schools, Department-approved private special education schools, and collaborative schools must give notice and provide for a public comment period. Non-public schools must allow for notice and a comment period for families that have a child attending the school.

Public schools must amend school handbooks to include an age-appropriate summary of their new Bullying Prevention and Intervention Plan. (See M.G.L. c. 71, §37H, as amended by Chapter 92 of the Acts of 2010.)

Approved policies and plans are available on each school website.

Internet Safety

- Public schools (including school districts, charter schools, and collaboratives) that provide computer access to students must have an internet safety policy to protect students from inappropriate materials and subject matter. The policy, and standards and rules enforcing it, must be determined by the school committee in cooperation with the superintendent, or by the board of trustees of a charter school. Parents must be notified of the policy and related rules. (See M.G.L. c. 71, § 93, added by Chapter 92 of the Acts of 2010.)
- Handbooks have been updated.

Bullying Prevention Instruction

Each school district, charter school, Department approved private special education school, and collaborative school is required to provide age-appropriate instruction on bullying prevention for students in each grade that is incorporated into the curriculum of the school or district. The curriculum must be evidence-based, and information about it must be made available to parents and guardians. (See M.G.L. c. 71, § 37O(c), as added by Chapter 92 of the Acts of 2010.)

- K – 8 (Michigan Model)
- 9-12 (See HS Curriculum Information)

Professional Development

- School districts, charter schools, Department-approved private special education schools, and collaborative schools must implement, for all school staff, professional development that includes developmentally appropriate strategies for bullying prevention and intervention, research findings on bullying, and information on cyberbullying and internet safety. (See M.G.L. c. 71, § 37O(d), as added by Chapter 92 of the Acts of 2010.)
- Most staff trained during 2010-2011 school year
- New staff will be trained during the school year of their hire.

Requirements for Students with Disabilities

- For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010.)
- Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010.)

Definitions

- Aggressor is a student who engages in bullying, cyberbullying, or retaliation.
- Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a 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 or herself or of damage to his or 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.
- Cyberbullying, as defined in M.G.L. c. 71, § 37O, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying also includes:
 - the creation of a web page or blog in which the creator assumes the identity of another person;
 - the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying; and
 - the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying.
- Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
- Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- Staff includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Bullying Prevention and Intervention Resources

- District and school websites
- The Massachusetts Department of Elementary and Secondary Education has posted a number of very helpful resources related to bullying prevention.
- Some of these include parent information, presentation slides from workshops, information from the Massachusetts Aggression Reduction Center and from the Massachusetts Attorney General's Office.
- These materials may be accessed at:

www.doe.mass.edu/ssce/bullying

Changes to the Bullying Prevention Law (2013)

Summary of changes for 2013:

SECTION 72. Section 37O of chapter 71 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by inserting after the word “students”, in line 6, the following words:- 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.

Summary: Amends the definition of “Bullying” so that it now reads:

“Bullying”, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that...

SECTION 73. Said section 37O of said chapter 71, as so appearing, is hereby further amended by inserting after the word “student”, in line 43, the following words:- or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

Summary: Amends the definition of “Perpetrator” so that it now reads:

“Perpetrator”, a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

SECTION 74. The first paragraph of subsection (d) of said section 37O of said chapter 71, as so appearing, is hereby further amended by inserting after the first sentence the following sentence:- The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

Summary: Adds the following sentence to subsection (d) of MGL 71:37O:

- *(d) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.*

Appendix A – Forms available online (websites) and in each school office.

MODEL BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:** Target of the behavior _____ Reporter (not the target) _____

3. **Check whether you are a:** Student _____ Staff member (specify role) _____
Parent Administrator Other (specify)

Your contact information/telephone number _____

4. **If student, state your School:** _____
Grade: _____

5. **If staff member, state your School or Work site:** _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____

Date: _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

Investigator: _____ Position: _____

Interviews:

Interviewed aggressor Name: _____ Date: _____
 Interviewed target Name: _____ Date: _____
 Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

Any prior documented incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES NO
 Bullying Incident documented as _____
 Retaliation Discipline referral only _____

2. Contacts:

Target's parent/guardian Date: _____
 Aggressor's parent/guardian Date: _____
 District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention STEP referral Suspension
 Community Service Education Other _____

Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____

(if principal was not the investigator)

Signature and Title: _____ Date: _____

Keeping Everyone Safe

- **Universal Precautions**
- **Emergency Response Plan**
- **Pandemic Planning:**
 - Implications for Classroom Teachers
 - and Schools
- **Food Allergy and Anaphylaxis Staff Training Module**

Keeping Everyone Safe: Universal Precautions

- **Universal precautions refer to the usual and ordinary steps that all school staff should take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).**
- **They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.**

Keeping Everyone Safe: Universal Precautions

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex-free gloves) must be readily available for appropriate custodial staff.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Latex-free gloves are recommended. Gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills, urine, vomit and feces with fresh hot water and appropriate solutions (Example: one part household bleach to ten parts water is acceptable.) Disinfect mops, buckets and other cleaning equipment with fresh water and bleach solution.

Keeping Everyone Safe: Universal Precautions

5. Always wash hands after any contact with bodily fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up.) Soap and water will kill HIV.
6. Be sure that all surfaces are dry after sanitizing.

Extra caution can keep everyone safe!

TR&U61 EMERGENCY RESPONSE PLAN

Implications for Classroom Teachers
and Schools

Michael's Law

An Act relative To Medical Emergency Response Plans for Schools

The Tantasqua Regional & Union 61 school district has developed this Medical Emergency Response plan.

The purpose is twofold:

1. To reduce the incidence of life-threatening emergencies
2. To promote efficient responses to such emergencies.

Essential ERP Components

Our district complies with the Massachusetts Medical Emergency Law. At each school, procedures must be in place to manage injury or illness of faculty, staff, students, and visitors and to respond in a timely and efficient manner to medical emergencies. Under the Medical Emergency law, each school's Emergency Response Plan must include:

- I. Rapid emergency response communication system
- II. A determination of emergency medical service response time to any location on campus.
- III. A list of relevant contacts and telephone numbers
- IV. A method to efficiently direct emergency medical personnel to any location on campus, including to the location of available rescue equipment
- V. Safety precautions to prevent injuries in classrooms and on the facilities
- VI. Cardiopulmonary resuscitation (CPR) and first aid Training for staff
- VII. Complies with Automated External Defibrillator (AED) regulations

I. Rapid Communication System

District-wide school leaders and administrators have ongoing relationships with fire and police chiefs as required under the Multi-hazard Evacuation Plan, developed under section 363 of chapter 159 of the Acts of 2000. Law enforcement and fire/safety personnel have connected the district administration building and the district schools with local emergency medical services (EMS) personnel.

Our district has established a **rapid communication system** linking all parts of the school campus, including outdoor facilities and practice fields, to the emergency medical services system and protocols to clarify when the emergency medical services system and other emergency contact people shall be called.

TRU61 Rapid Communication System

Communication-

- Portable Radio
- Intercom System
- Telephone
- School Map

Protocols-

- Emergency Plan for Staff
- TR&U61 AED Protocol
- School-based Crisis Management Plans

II. Emergency Medical Service Response Time

The approximate ambulance response time to TR/U61 schools are as follows:

SCHOOL	AMBULANCE	HEALTH OFFICE	CLASSROOMS	OUTSIDE CAMPUS
Brimfield	Brimfield	5-8 minutes	5-10 minutes	5-10 minutes
Brookfield	Brookfield	5-8 minutes	5-10 minutes	5-10 minutes
Burgess	Sturbridge	5-10 minutes	5-10 minutes	5-10 minutes
Holland	Brimfield	15-20 minutes	15-20 minutes	15-25 minutes
Wales	Brimfield	5-10 minutes	5-10 minutes	5-10 minutes
JR High School	Sturbridge	10-15 minutes	15-20 minutes	15-20 minutes
SR High School	Sturbridge	15-20 minutes	15-20 minutes	15-20 minutes

III. Relevant Contacts

The TR&U61 district schools post-emergency support staff may consist of:

- School Medical Director
- Psychologist
- Counselor
- School Nurse

IV. Method to Efficiently Direct Emergency Medical Personnel

- A method to efficiently direct emergency medical personnel to any location on campus, including to the location of available rescue equipment has been implemented in every school in our district.
- There will be an escort at the entrance of each school to direct the EMS team to the emergency site. There are MERT team members in each building to transport the portable AED and emergency first aid supplies to the site.

V. Safety Precautions

- Safety precautions have been instituted in each school to prevent injuries in classrooms and on the facilities. To prevent injuries and accidents on school property, the school district follows Occupational Safety and Health Administration (OSHA) guidelines. Prior to the opening of the school each year, school administrators and the facility management conduct a safety assessment with the local fire and building inspectors.
- The TR&U61 school district also has a comprehensive school health protocol and procedure manual in each building. Universal Precautions are reviewed annually with all staff. Lastly, the district-wide iHEALTH school computer program allows staff to view medical alert information/care plan of the student population for their school and how to respond to the individual's need.

VI. Cardiopulmonary resuscitation (CPR) and AED Training

- The TR&U61 school district offers CPR and AED training to the Medical Emergency Response Team members on a district-wide professional development day. CPR is a course offering for high school students and required for allied health students.

VII. Automated External Defibrillator (AED)

- AEDs are located in all 7 schools in the district.
- We have 21 LifePak CR+ AEDs & 2 Phillip AEDs
- We have mobile units for field trips and for athletic contests that are away
- We have outside units at Burgess, Tantasqua Senior High School, and Tantasqua Junior High School
- We have universal visibility/signage throughout the district
- We have EMS Dispatch AED location assistance

LifePak CR+ Automated External Defibrillator (AED)

Below identifies the number of AEDs and their location in each school. All 21 TR&U61 AEDs are portable

SCHOOL	# of AEDs	Location of AED's
Brimfield	1	Outside Gym
Brimfield	1	Main foyer/Office
Brookfield	1	Outside Gym
Burgess	1	Basement Gym
Burgess	1	Main Foyer
Burgess	1	Outside Concession Stand
Holland	1	Outside Gym/Office
Tantasqua Regional Jr.	1	Outside Faculty Room (2 nd Floor)
Tantasqua Regional Jr.	1	Outside Gym (2 nd Floor)
Tantasqua Regional Sr.	1	On 4 th Floor
Tantasqua Regional Sr.	1	Outside Athletic Office
Tantasqua Regional Sr.	1	Outside Nurses' Office/Main Foyer
Tantasqua Regional Sr.	1	Outside Tech Office (2 nd Floor)
Tantasqua Regional Sr.	1	3 rd Floor
Tantasqua Regional Sr.	1	Swimming Pool
Tantasqua Regional Sr.	1	Athletic Trainer
Tantasqua Regional Sr.	1	Cage/Grounds Building
Tantasqua Regional Sr.	1	Stadium/Concession Stand
Wales	1	Outside Gym/Cafeteria
Mobile Unit- Phillips	1	
Mobile Unit-Phillips	1	
TOTAL	21 AED's	

Medical Emergency Response Teams

MERT Teams

- Each school in the district has a Medical Emergency Response Team. The members of this team consist of the school nurse and volunteer staff members who have been trained and have received AED and CPR certification.
- Your school's Emergency Response Plan for Staff given to you each year identifies the MERT staff members, their usual location and how to contact them

Emergency Response Plan for Staff

- The school's Medical Emergency Response Plans are posted in the main office, the school health office, all classrooms, locker rooms, athletic office, gymnasium, cafeteria, and public areas on campus with instructions on how to activate the local emergency medical services (EMS).
- If the school nurse is unavailable, an administrator will determine if the medical emergency response plan is to be implemented.

Emergency Response Plan for Staff

Response for UNCONSCIOUS child/adult:

+ Staff member

- 1.) Calls 911/school nurse/main office- State: Unconscious

+ Office Staff

- 1.) Calls 911- State: Unconscious and that there may be a need for Advanced Life Support
- 2.) Announces on the intercom – “**CODE BLUE**” and **LOCATION** - for the MERT team
- 3.) Notifies Administrator

+ 911-EMS pending:

- 1.) School Nurse- assesses child/adult, administers first aid, emergency medicine & ALS as needed.
- 2.) Administrator- all other logistics (coordinates staff for EMS escort & additional help, notifies parents & administration)

Emergency Response Plan for Staff

Response for CONSCIOUS child/adult:

+ Staff member

1.) Calls school nurse/main office

+ Office Staff

1.) Notifies Administrator

+ Nurse

1.) Assesses child/adult, first aid, triages for need (911)

+ Administrator

1.) Calls 911 per nurse and all other logistics (coordinates staff for EMS escort & additional help, notifies parents & administration)

Post Event Meeting

- It is important to document each use of the medical emergency response system. A medical post event form shall be completed by the School Nurse for each incident requiring the use of the AED. These forms will be kept in the health office.

Developing an Emergency Plan

- Identify family and students with special health care needs
- What medical equipment, medications, and general supplies would you need to care for your family or students if quarantined for five days?
- What arrangements do you need to make for your family if you are quarantined at school?
- What contact plans have your family developed (“close to home”, “far from home”, out of state)?
- What are the school plans for contacting parents/guardians?

Pandemic Planning:

Implications for Classroom Teachers and Schools

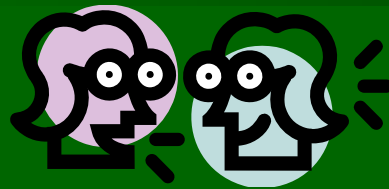
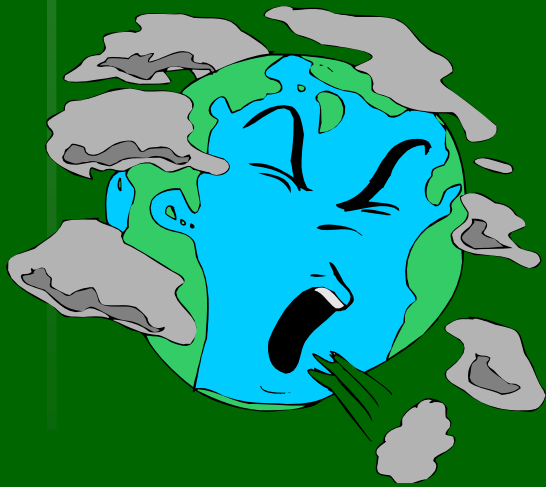
Information drawn from:

- Massachusetts Department of Public Health (MDPH)
- Center Disease Control (CDC)

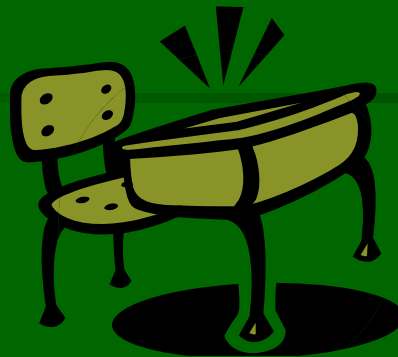
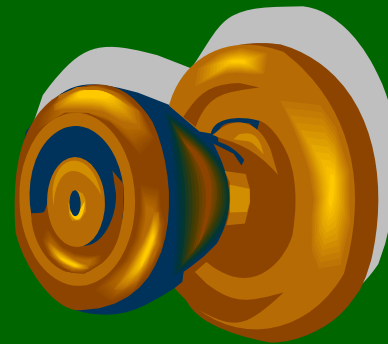
Influenza

- A highly contagious **viral** infection of the respiratory tract
- Seen in isolated cases, epidemics, and pandemics

How Flu Viruses Spread: Direct Transmission



How Flu Viruses Spread: Indirect Transmission

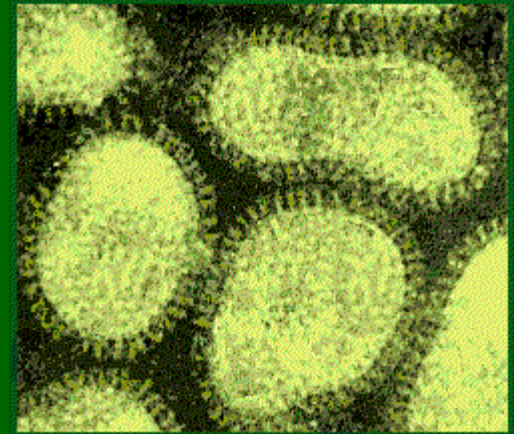


Understanding the Body's Defense System

- Human Body has two types of defense systems
 - Non-specific defenses
 - Specific defenses or specific immunity
- Ability to fight off disease can be affected by genetics, age, race and lifestyles, geography

What is a pandemic?

An influenza pandemic is a sudden, widespread outbreak caused by a new strain of the influenza virus.



Because the strain is new, virtually no one is immune - everyone is susceptible.

Influenza Pandemics - Characteristics

- Rapid spread of a novel strain to all areas of the world
- Unusually high number of cases and deaths
- Lasts 1 -2 years

Responding to Pandemic Influenza

Isolation

- Separate people who are ill from others

Quarantine

- Separate and restrict movement of people who have been exposed to a communicable disease and are not yet ill

Response to a Pandemic

- “Public Health Contract”
- Local Board of Health enforces laws
- Education is the Key
- “Least Restrictive Measure”

Preparing for Influenza: What can you do?

- **“Stop the Spread”**
- **Emergency Planning**

Stop the Spread



Hand-Washing Helps Fight the Spread of Infection

HAND WASHING PROTOCOL:

- Hand washing is the first line of defense against the spread of infection. The children and staff should practice healthy hand washing techniques.
- Hands should be washed under running water with soap, using friction for 15-30 seconds. Hands should be dried with disposable towels or a labeled personal towel, which is not used by anyone else. The faucet should be turned off with a disposable towel so that clean hands are not re-contaminated.

Developing an Emergency Plan

- **Family Plan**
- **Classroom Plan**

Create an Emergency Communications Plan

- **Local Contacts**
- **In-State Contacts**
- **Out of State Contacts**

Special Concerns

- **Identify family and students with special health care needs**
- **Be sure to include pets in the emergency plan**

School Emergency Plan

- What is the School Emergency Plan?
- Pandemic Planning
 - Family arrangements for a quarantine
 - Coverage plans for ill staff
 - Study plans for ill students
- Classroom Disaster Supplies Kit

Pandemic Influenza: The Four P's

- **PREVENT** transmission
- **PROMOTE** healthy habits
- **PREPARE** and **PLAN** for emergencies

Prevention of Infection is a TEAM effort

**“EDUCATE your families,
friends, co-workers and
children”**

Every year in the U.S.

- **5-20% of the population gets the flu**
- **Over 200,000 people are hospitalized with complications**
- **About 36,000 people die**

What should you do?

- Get a flu vaccine
- Carry and use tissues to cover cough and sneezes; dispose of properly
- Cough or sneeze into arm if no tissues available
- Wash hands frequently
- Stay at least 3 feet away from others
- Avoid shaking hands and avoid crowds

Food Allergy and Anaphylaxis Staff Training Module

- Last year 125 students were identified in our district with a food allergy needing the emergency medication of epinephrine. The more staff who voluntarily become Epi-pen trained, the safer it is for our students, as it builds awareness, understanding and appropriate response to a life threatening situation.

FOOD ALLERGY FACTS

A FOOD ALLERGY is an abnormal immune response to a certain food that the body reacts to as harmful.

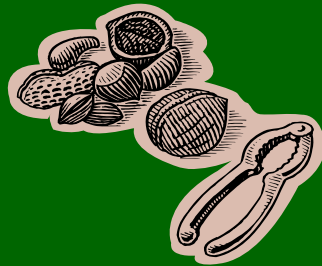
*Adolescents and younger children are at higher risk
– they often rely on others to keep them safe*

- Food allergies have doubled in the past 10 years – especially peanut allergies.
- Approximately 15 million people are affected
 - 1 in 13 of these are school-aged children
 - Peanut and/or tree nut allergies are the most common
 - It is not clear why such a rise in food allergies but many studies are relating the way we process food to the cause of allergies



MOST COMMON CAUSES

(peanuts, tree nuts, milk, wheat, eggs, shell fish, soy and fruits)



TYPES OF CONTACT

- **Ingestion** can cause a reaction – most common
- **Skin contact** can cause a reaction - oil or protein can be absorbed through the skin
- **Inhaling** air born protein into the nose, mouth or lungs can cause a reaction
- **Touching** the oil or protein on a table or desk and then rubbing their eyes or touching their mouth
- **Cross contamination** when food or food packaging from a neighbor touches their food

COMMON SYMPTOMS OF AN ALLERGIC REACTION:

- **Skin**
 - Feeling itchy
 - Hives/ red rash
 - Swelling of lips or eyes
- **Stomach**
 - Cramps, vomiting or
 - Diarrhea
- **Nervous system**
 - Weakness, dizziness
 - Irritability
- **Respiratory**
 - Runny nose, sneezing
 - Frequent coughing
 - Difficulty swallowing
 - Change in speech
 - Throat clearing
- **Heart**
 - Increased heart rate
 - Decreased blood pressure

REFERRAL TO HEALTH OFFICE

If any of your students with a known food allergy experience any allergic reaction symptoms following snack or lunch:

Immediately escort student to health office

OR

Call nurse to come to student

*Please be aware of these symptoms at recess following lunch as well.

Anaphylaxis Staff Training Module

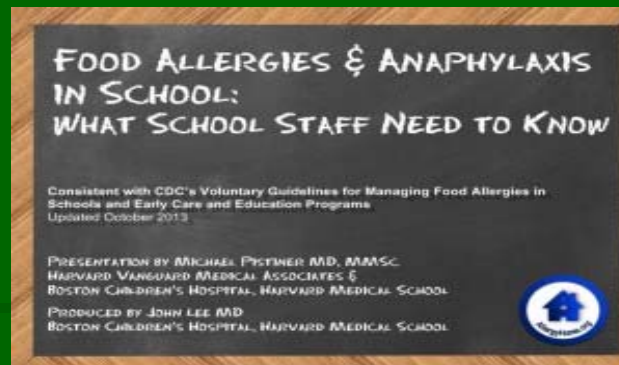
- Our school district nurses are certified to train unlicensed school personnel to administer epinephrine to students diagnosed with a life threatening allergy. This will build awareness, understanding as well as prompt reaction to anaphylaxis.
- If you are interested in becoming certified please refer to the information on the following slide. Please make a copy of your certificate and bring it to the health office for a 5 minute review with an Epi-pen trainer to complete your certification.

How to View: School Staff Training Module

- **GO TO BELOW WEBSITE (cut & paste url)**

<http://www.allergyhome.org/schools/management-of-food-allergies-in-school-what-school-staff-need-to-know/>

- **PRESS ON PICTURE BELOW AND VIEW PRESENTATION**



- **THEN GO TO WEBSITE BELOW TO TAKE THE FOOD ALLERGY QUIZ (10 questions) AND GET YOUR CERTIFICATION**

<http://www.allergyhome.org/schools/food-allergy-quiz-and-certificate-of-completion/>

Transgender Rights Law

(An Act Relative To Gender Identity)

- In Effect July 1, 2012
- Adds “gender Identity” as a protected characteristic to Massachusetts employment, housing, credit, and public education anti-discrimination laws and to Massachusetts hate crimes law.
- Defines “Gender Identity” as a person’s gender related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.

Transgender Rights Law

(An Act Relative to Gender Identity)

- Gender identity may be shown by:
 - Medical History
 - Care or treatment of the gender identity
 - Consistent and uniform assertion of the gender identity or
 - Any other evidence that the gender identity is sincerely held as part of a person's core identity; provided however that the gender related identity shall not be asserted for any improper purpose.

Transgender Rights Law

(An Act Relative to Gender Identity)

- If you are a student, you have the right:
 - To attend school in safety on equal terms as all other students
 - To express your point of view, even on controversial issues, and to feel safe doing so
 - To wear clothing and otherwise present yourself in a way that fits your gender identity
 - To have access to bathrooms and locker rooms consistent with your gender identity

Any employee or student who believes they have been discriminated against may file in person or writing. For more information contact the MA. Commission Against Discrimination:
<http://www.mass.gov/macd/>

Thank You!

Please look for an email, to which you must respond, to acknowledge that you have read and understood this presentation.