



School Year 2020-2021 Mandated Training for all NRC Staff Members

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1. Non-Discrimination and Harassment Policy and Grievance Procedures



Non-Discrimination and Harassment Policy and Grievance Procedures

Purpose of Training

- Civil Rights training protects and ensures all employees know their rights and responsibilities.
- It is MANDATED by State and Federal statutes.

The Bottom Line

- NRC is committed to provide a safe school and work environment.
- NRC will uphold ALL legal mandates.
- NRC will prevent, address and remediate violations to ensure all students and employees enjoy a safe and tolerant environment.

NRC's Policies and Procedures Handbook

- NRC's Handbook details workplace expectations.
- It is the employee's responsibility to read and follow the policies and procedures.
- **Please note sex discrimination is now addressed in a separate policy.**

NRC Goal

To maintain a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment based on race, color, national origin, limited English-speaking ability, religion, disability, age, sexual orientation, military service, gender identity or expression, pregnancy or pregnancy-related medical conditions and homelessness are not tolerated.

Definitions of Unlawful and Prohibited Conduct

Harassment is defined as unwelcome conduct, whether verbal or physical, that is based on a person's race, color, national origin, limited English-speaking ability, religion, disability, age, sexual orientation, military service, gender identity or expression, pregnancy or pregnancy-related medical conditions and homelessness that:

- has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or educational environment;
- has the purpose of substantially or unreasonably interfering with a person's work, academic performance;
- otherwise adversely effects a person's academic standing or employment opportunities.

Discrimination includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, national origin, limited English-speaking ability, religion, disability, age, sexual orientation, military service, gender identity or expression, pregnancy and pregnancy-related medical conditions and homelessness, or any other classification protected by law. Harassing conduct involving these bases can be a form of discrimination.

Federal and State Laws and Regulations

Following are various laws that govern the prohibition of discrimination and harassment.

Federal Law: Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act 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 activities (self-care, walking, seeing, learning, breathing, speaking, working). Reasonable accommodations/modifications must be made to provide access to programs and/or facilities.

When a 504 Accommodation Plan exists for a student, it is the responsibility of all educators who work with that student are legally responsible student to provide the accommodations. Recent case law indicates that educators who do not provide accommodations listed in 504 Plans may be personally liable for failing to do so.

Federal Law: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the public.

Pregnant Workers Fairness Act

Prohibits discrimination in employment practices to applicants and employees based on pregnancy and pregnancy-related conditions, including, but not limited to, lactation and the need to express breast milk for a nursing child. Reasonable accommodations to pregnant employees must be made consistent with the law.

Federal Law: Title VI

Prohibits discrimination, exclusion from participation, and denial or benefits based on race, color, and national origin. Protects English Language Learners and prohibits discrimination in student class assignments or ability tracking.

Massachusetts General Law (MGL) – (Chapter 76: Section 5)

Chapter 76 prohibits discrimination in all public schools based on race, color, sex, national origin, religion and sexual orientation. The law reads as follows: “No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, gender, religion, disability, national origin or sexual orientation.”

Department of Elementary & Secondary Education Regulations – (603 CMR 26:07)

All public schools shall strive to prevent harassment or discrimination based upon students' race, color, sex, gender identity, religion, national origin or sexual

orientation, and all public schools shall respond promptly to such discrimination or harassment when they have knowledge of its occurrence.

Reporting Complaints of Discrimination and Harassment

NRC Employees will:

- Report any instances of suspected discrimination and harassment to their building Principal, Program Coordinator, or the NRC Civil Rights Coordinator Clarice Doliber, Assistant Executive Director (781-878-6056 x107).
- Be able to raise concerns and file formal complaints without fear of reprisal or retaliation.

NRC Administrators will:

- Promptly investigate all employee concerns and formal complaints following procedures outlined in the NRC Handbook of Personnel Policies & Procedures.

Questions/Concerns:

- Any employee with questions or concerns about discrimination or harassment in the workplace is encouraged to bring these issues to the attention of the Assistant Executive Director or his/her designee.
- If you believe you have been subjected to discrimination or harassment, you may file a formal complaint with the appropriate governmental agency. Contact information for governmental agencies can be found in the NRC Handbook of Personnel Policies and Procedures.

Who is Responsible?

Everyone!!!!

Who is Everyone?

Administrators, Teachers, Secretaries,
Teacher Aides, Drivers, Monitors, Counselors,
Therapists, Nurses, Custodians,
Parents and Students.

2. Sex Discrimination and Harassment Policies and Procedures



Sex Discrimination and Harassment Policies and Procedures

****Please note, Sex Discrimination and Harassment is now separate of other Non-Discrimination Policies and Procedures. Since this change is new for 2020-2021, the entire Policy and Procedure is included here.**

Sex Discrimination and Harassment Policies and Procedures

The North River Collaborative has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, are not tolerated. Discrimination, including harassment, is contrary to the mission of the North River Collaborative and its commitment to equal opportunity in education.

The North River Collaborative does not discriminate against students, parents, employees, or the general public. No person shall be excluded from or discriminated against in admission to the North River Collaborative, or in obtaining the advantages, privileges, and courses of study of the North River Collaborative on account of sex (M.G.L. c. 76 §5). Additionally, the North River Collaborative does not tolerate harassment based upon sex.

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or

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- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30)

The Collaborative will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/or circumstances in which the Collaborative exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of the Collaborative, except that this standard is not met when the only official of the Collaborative with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the Collaborative has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a Collaborative from removing a respondent from the Collaborative’s education program or activity on an emergency basis, provided that the Collaborative follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

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Formal complaint means a document filed in writing by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the Collaborative investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Collaborative must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant’s preferences. This decision may be appropriate when safety or similar concerns lead the Collaborative to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the Collaborative to investigate and potentially sanction a respondent. A Title IX Coordinator’s decision to override the

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complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX Coordinator is:

Clarice Doliber 198 Spring Street, Rockland, MA 02370 (781) 878-6056. Ext. 154

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the Program Coordinator, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a Title IX complaint form maintained by the Collaborative.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the Collaborative. Additionally, the Collaborative has discretion to dismiss a formal complaint where the passage of time would result in the Collaborative's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the Collaborative loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the Collaborative).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the Collaborative's education program or activity, or did not occur against a person in the United States, then the Collaborative must dismiss the formal complaint under these procedures but could investigate it under other policies and procedures. The Collaborative must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the Collaborative must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the

incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the Collaborative's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who will not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly

relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the Collaborative will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The Collaborative will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the Collaborative can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

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A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the Collaborative will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient’s code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient’s education program or activity will be provided by the recipient to the complainant; and
- (F) The Collaborative’s procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the Collaborative will provide remedies to the complainant designed to restore or preserve equal access to the Collaborative’s education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the Collaborative from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people’s physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and Collaborative staff will document the basis for the Collaborative’s conclusion that its response was not deliberately indifferent.

Training

The Collaborative will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution

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processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The Collaborative will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The Collaborative also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in paragraph (b)(5)(vii) of this section.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the Collaborative's website.

Appeals

Any party may appeal the decision in writing to the Executive Director within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The Collaborative will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Executive Director or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Executive Director:

Executive Director. Stephen Donovan, Ed.D., 198 Spring Street, Rockland, MA, 02370 or 781-878-6056.

External Grievance Procedure

Any student, parent or employee who chooses not to use the Collaborative's internal grievance procedures or who is not satisfied with the Collaborative's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of Collaborative policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or Collaborative policy and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and Collaborative policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

3. Anti-bullying & Cyberbullying Prevention Policy



Anti-Bullying & Cyberbullying Prevention Policy

INTRODUCTION

It is the policy of the North River Collaborative to provide a learning environment for students free from bullying and cyberbullying. This policy pertains to any student or member of a school staff including, but not limited to, an educator, therapist, coach, administrator, nurse, custodian, driver, monitor or teacher aide.

BULLYING DEFINED

For the purposes of this section, bullying shall include cyber-bullying.

Repeated use of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or of damage to his property;
- (iii) creates a hostile environment at school for the victim;

Repeated use of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

VULNERABLE TARGETS

Certain student groups such as gay/lesbian, bisexual, transgender, homeless, and students with disabilities may be more vulnerable to becoming targets of bullying, harassment or teasing in our own programs or in our host school environments based on actual or perceived differentiating characteristics.

CYBERBULLYING DEFINED

Bullying through the use of technology or electronic communication, which shall include 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, electronic mail, internet communications, instant messages or facsimile communication.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons.

NRC EXPECTATIONS

It is the responsibility of every employee to recognize acts of bullying, cyber-bullying and retaliation and take every action necessary to ensure that the applicable policies and procedures of NRC are implemented.

NRC will not tolerate retaliation against a person:

- who reports bullying or cyberbullying,
- provides information during an investigation of bullying or cyberbullying, or
- witnesses or has reliable information about bullying or cyberbullying.

REPORTING

Reports of bullying and cyberbullying occurring in or out of school will be reviewed, and when a link to work or school exists, will result in an investigation. Parents of students alleged to have engaged in bullying or cyberbullying will be invited to attend a meeting at which the activity, words, or images subject to the complaint will be reviewed.

DISCIPLINE CONSEQUENCES

A student disciplined for bullying or cyberbullying may not be re-admitted to their school program until his/her parent(s)/guardian attend such a meeting.

PREVENTION & INTERVENTION

NRC has developed an Anti-Bullying & Cyberbullying Prevention and Intervention Plan which sets forth the administrative guidelines and procedures for the implementation of this policy.

This Anti-Bullying & Cyberbullying Prevention Plan can also be accessed on the NRC website by clicking on the “Staff Member Resources” tab.

4. Mandated Reporting 51A



Mandated Reporting

Massachusetts General Law Chapter 119, Section 51A

Child Abuse Reporting Procedures

Chapter 119, Section 51A requires that school personnel report to the Department of children & Families (DCF) whenever there is “reasonable cause” to believe that a child under the age of 18 is suffering physical and/or emotional injury from abuse and/or neglect.

All reports are held in strict confidence and no person required to report shall be held liable in any civil or criminal action.

Any employee, upon identification of possible child abuse/neglect, shall immediately inform the Program Coordinator and/or Executive Director.

The Program Coordinator shall collect information from all involved personnel: nurse, teacher, therapist, counselor, LEA liaison etc. The Program Coordinator shall inform the Executive Director before any action is taken.

If a reportable condition is suspected, the Coordinator will notify the Department of Children and Families by telephone and follow up with filing a written report within 48 hours.

24-Hour Hotline 1-800-792-5200

The Program Coordinator will notify the Special Education Administrator from the LEA and follow up with a copy of the 51A Form.

The Program Coordinator will maintain contact with the Department of Children and Families to monitor the complaint and will report regularly to the Executive Director regarding the status of the case.

Abuse/neglect reports remain CONFIDENTIAL.

Discussion of these situations will be limited to appropriate meetings with school personnel who have a need to know or authorized personnel from the Department of Children and Families.

All NRC employees are mandated reporters and may file a report independently if they feel it is necessary.

DCF should be made aware that this filing is made individually rather than by the NRC.

No employee who in good faith makes a report of child abuse or neglect, testifies, or is about to testify in any proceeding involving child abuse or neglect, shall be discharged, or in any manner discriminated or retaliated against.

5. Physical Restraint



Physical Restraint

Caution

- This presentation provides an overview of the regulatory requirements for the use of physical restraint but does not iterate all the detail in the regulations.
- All school staff should read and be familiar with the regulations which were revised in January 2016.
- Viewing this presentation does not substitute for a careful reading of the full regulatory requirements.

Training is IMPORTANT Because ...

- A safe school environment is better able to promote effective teaching and learning.
- Preparing appropriate responses to potentially dangerous circumstances helps to eliminate or minimize negative consequences.



Read the Regulations



603 CMR 46.00 -- these regulations apply to all public education programs including school events and school sponsored activities. Viewing this presentation does not substitute for a careful reading of the full regulatory requirements.

Lack of knowledge of the law will not protect you or your students from the consequences of inappropriate actions.

Key Aspect: Training and Awareness Annually, for ALL Staff

Regulation 46.03(1 & 2)
& 46.04 (2)

Review:

- School restraint policy
- The school's prevention and behavior support policy and procedures including individual crisis planning
- Methods of prevention of need for physical restraint and alternatives to restraint
- Types of restraint and related safety considerations
- Administering restraint in accordance with student's needs/limitations including known or suspected trauma history
- Required reporting & documentation
- Identification of selected staff to serve as information resource to school

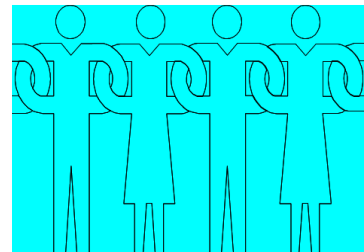


For Selected Staff: In-Depth Training

Regulation 46.03(4)
& 46.04 (4)

Contents:

- Prevention techniques
- Identifying specific dangerous behaviors
- Experience in restraining and being restrained
- Demonstration of learned skills
- Recommended 16 hours
- Instruction on the impact physical restraint has on the student and family



Knowing the Terminology

Regulation 46.02

Physical restraint:

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

Not physical restraint:

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

Regulation 46.02, 46.03
& 46.04

Other Terminology

- **Medication restraint** – is **prohibited**. Medication that is prescribed by a physician and authorized by the parent is not medication restraint.
- **Mechanical restraint** – is **prohibited** in all instances. 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.
- **Seclusion** – “The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.” **Don’t do it.**
- **Time-out** – shall mean a behavioral support strategy in which a student temporarily separates from learning activity or the classroom, either by choice or by direction from staff, for the purposes of calming. During time-out, staff is present, continuously observing the student and should cease as soon as student is calm. Programs using time-out as a behavioral support strategy, must have a procedure for use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student’s continuing agitation.

Extended Restraint

Regulation 46.05(5)(c)

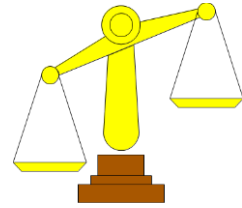
- Longer than 20 minutes
- Increases the risk of injury
- Requires approval of the principal prior to the restraint exceeding 20 minutes.
- Reported to DESE at the same time as any restraint is reported.



Regulation 46.03(1) (c)

The Use of Restraint

- Restraint is not a form of treatment or punishment.
- Restraint is an emergency procedure.
- Restraint is to be used only as a last resort when a student's behavior poses a threat of assault, or **IMMINENT, SERIOUS, PHYSICAL HARM** to self and/or others.



Do not use physical restraint...

Regulation 46.03(2)

- When the student cannot be safely restrained including medical contraindications.
- As a standard response for any student.
- As a means of discipline or punishment.
- As a response to property destruction, school disruption, refusal to comply, or verbal threats.
- The use of restraint may not be included in behavior plans or IEPs.



Proper Administration of Physical Restraint

Regulation 46.05

- Remember training considerations.
- Have an adult witness if possible.
- Use only the amount of force necessary to protect the student or others.
- Use the safest method. Remember – prone restraints are **PROHIBITED**, unless you have received in-depth training for prone restraints and all legally required steps have been completed beforehand.
- Discontinue restraint ASAP or if the student indicates that s/he cannot breathe.

Safety Requirements

Regulation 46.05(5)

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



Regulations do not prohibit or limit:

Regulation 46.03(4)
& 46.01 (4)

- The right to report a crime;
- Law enforcement, judicial authorities, or school security personnel from completing their responsibilities;
- Mandated reporting of neglect or abuse;
- The use of reasonable force to protect oneself, a student, or others.

Follow-up Procedure: Prevention/Learning from the Experience

Regulation 46.05(5)(e)

- Following every restraint action taken, the circumstances should be discussed with the student, and with others, as appropriate.
- Ask: "How can we avoid this happening again?"



Key Reporting Requirements

Regulation 46.06

- When to Report: Report the use of any restraint.
- Notify School Administration: Notify school administration as soon as possible and provide written report by the next school working day.
- Notify Parents: The principal or director of the program notifies the parent, verbally within 24 hours and by written report within three (3) school working days.

Content of Written Report

Regulation 46.06(4)

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

Key Data Keeping and Review:

Regulation 46.06(2)(5)(6)

Ongoing Log, Student and Administrative Review

- School district maintains a log of all reported instances of physical restraint in the school.
- Use the log for review of incidences and consideration of school safety policies and procedures.
- Principal is to identify individual students restrained multiple times within the previous week and convene a review team – see 46.06 (5) for content of review.
- Principal shall conduct a monthly review of school-wide restraint data – see 46.06 (6) for content of review.



Reporting to the Department of Education

Regulation 46.06(7)(8)

- Collect and report monthly all physical restraints to the Department.
- Annually verify restraints reported
- Report **all** restraint related injuries to the Department within three (3) school working days.



Find the Regulations

<http://www.doe.mass.edu/lawsregs/603cmr46.html>

See 603 CMR 46.00

Your NRC Policies and Procedure's Handbook has additional information about all NRC policies.

Any questions?

Please see your Program Coordinator or Principal.

6. Student Records and Confidentiality



Student Records and Confidentiality

Staff should understand, respect, and follow all laws related to Student Records and Confidentiality. The following is a review of pertinent laws and practical applications.

FEDERAL LAW

- **Federal Law:** The Family Educational Rights and Privacy Act of 1974 (FERPA); Individuals with Disabilities Education Act (IDEA); Health Insurance Portability and Accountability Act (HIPAA)
- FERPA protects the privacy of student education records and gives parents certain rights with respect to those records.
- Additional information can be found at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

STATE LAW

- All student records maintained in the school must be private and secure. Computerized systems should be electronically secure.
- School personnel should be aware of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H Link Below: <http://www.doe.mass.edu/lawsregs/603cmr23.html>

PARENT ACCESS

Parents (and students who are 14 or older) have the right:

- to inspect their child's file within ten days of a request,
- to inspect their child's file prior to any meeting regarding an IEP,
- to obtain copies of their child's record at no charge,
- to request that the information in their child's file be changed if they believe it to be inaccurate or if it violates the student's rights.

NON-CUSTODIAL PARENT ACCESS

A non-custodial parent is eligible to obtain access to the student record unless:

- the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- the parent has been denied visitation, or
- the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

THIRD PARTY ACCESS

- Parents/students may also have school records inspected by a third party.
- A third party **must** have prior written consent from a parent authorizing a release of records except in **LIMITED SITUATIONS and NRC STAFF SHALL ATTEMPT TO NOTIFY PARENTS/GUARDIANS IN ADVANCE. For Example:**
 - Court order/lawfully issued subpoena
 - Department of Children & Families (DCF) or State and local authorities, within a juvenile justice system
 - First responders in emergency situations

Check with your Coordinator before sharing any records except in cases of emergency!

AUTHORIZED SCHOOL PERSONNEL ACCESS

Authorized school personnel have access to student records including:

- school administrators
- teachers
- counselors
- other professional working directly with a student in an administrative, teaching, counseling or diagnostic capacity
- administrative office staff and clerical personnel
- evaluation teams

STUDENT RECORDS

Temporary Record – Kept 7 Years After Graduation

- Information in the records not contained in the transcript.
- e.g., standardized test scores, extra-curricular activities, special education records, evaluations by teachers, counselors, and other staff.

Transcript –Begins at H.S. – Kept 60 Years

- Minimum data necessary to reflect student’s educational progress.

“Sole Possession” Records

- Records kept “in sole possession of the maker” are not considered part of educational records.
- Once these records are shared with others, via email or at special education Team meetings for example, they are considered educational records.
- Remember that all information, including personal notes and samples of student work shared at Team meetings become part of the student record.

EMPLOYEE RECORDS

- Personal employee information is considered confidential and as such will be shared only as required and with those who have a need to have access to such information.
- All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access.
- Personal employee information used in business system applications will be safeguarded under company proprietary electronic transmission and intranet policies and security systems.
- Participants in company benefit plans should be aware that personal information will be shared with plan providers as required for their claims handling or record keeping needs.

CONFIDENTIALITY IN VERBAL EXCHANGES

- Do not discuss confidential information in a public space (hallway, lunch room, etc.).
- Do not use email to communicate confidential information.
- Only discuss confidential information with school officials with **legitimate educational interest**.
- Avoid discussions that involve information that is rumor, opinion, or hearsay. Discussions not relevant to the student's educational interest are considered **gossip**.

HANDLING INQUIRIES

from those *without* legitimate educational interest

How do I handle the occasional question parents or others ask out of good-natured curiosity?

**For example: “Where does he go to school?” “What is wrong with her?”
“Why is he in the wheelchair?”**

Have a routine answer ready and you won't accidentally answer, such as:

“I'm sorry, I can't share that information because it's confidential.”

7. Social Networking



Social Networking

Social Networking.

The Social Networking Policy is adopted in addition to the Technology AUP. Online spaces such as blogs, social networking sites such as Facebook and Twitter, wikis, and forums are now imbedded in daily life and are frequently used for personal, as well as professional reasons. NRC strongly discourages employees from “friending” a student or parent/guardian on Facebook, subscribing to a student’s or parent’s/guardian’s “twitter” account, engaging in email “chat” with a student or parent/guardian, exchanging text messages with students or parents/guardians, or engaging in other electronic communication.

Boundaries and Privacy.

Staff must always be mindful of how they present themselves to the world, online, and otherwise. Be aware that you are a role model for students and have authority. To parents and the community, you are a Collaborative employee and thereby a representative of NRC. Your online communication must always be professional and reflect positively on the Collaborative. Always keep the line between your professional life and your personal life clearly drawn. Adhere to student privacy rights and the rights of colleagues. Recognize that “privacy” online is never truly private; recipients of communications can re-distribute information without your knowledge.

Public Record Laws.

Laws require that public employees who send, receive, or maintain records in their capacity as public employees must retain, disclose, and dispose of such records in compliance with strict public records law. Therefore, staff members are encouraged to communicate with students and parents on educational matters only, and only through Collaborative-based resources, such as Collaborative-provided email or web portal accounts, where such records are retained and archived through NRC’s technology department.

Staff members are discouraged from using home telephones, personal cell phones, personal email accounts, and personal Facebook accounts to communicate with students. NRC recognizes that, in limited cases, use of cell phone text messages or calls or emails outside of regular work hours may be necessary. If a staff member communicates using a private account, the burden falls on the staff member to comply with public records laws when using personal email or social network accounts.

8. Universal Precautions



Universal Precautions for School Settings

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (e.g., Hepatitis B or Hepatitis C virus).

- They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected.
- They are precautions because they require foresight and planning and should be integrated into existing safety guidelines.

The use of Standard and Universal Precautions removes the need to know which persons are infected with which germs in the school setting.

UNIVERSAL PRECAUTIONS: Safety Procedures

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available for appropriate staff who are responsible for the clean-up of body fluid spills.

- Treat human blood spills with caution.
- Clean blood spills promptly.
- Inspect the intactness of skin on all exposed body parts, especially the hands. Cover all open cuts or broken skin or ask another staff member to do the clean-up. Latex-free gloves are recommended for an added measure of protection but are not essential if skin is intact.
- Clean up blood spills with a solution of one-part household bleach to ten-parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets, and other cleaning equipment with fresh bleach solution.
- Avoid contact with body fluids.
- 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.
- Clean up other body fluid spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

9. Reporting Changes of Status



Reporting Changes of Status

Employee Records.

In order to keep employees' records current, it is the employee's responsibility to notify the Administrative Office, in writing, whenever there is a change in the employee's record. Then information will be shared with the Business Office to make needed changes.

Examples of changes may include:

- Name
- Home address and mailing address
- Telephone numbers
- Family status (marriage, divorce, children)
- Emergency contact information
- Beneficiary update
- Tax exemptions
- Benefit elections based on an event (change in marital status, birth/adoption of child, spouse retirement, etc.)
- Licensure, certification, degree change

10. Employee Conduct



Employee Conduct

Employee Conduct.

All NRC employees are expected to conduct themselves in a professional manner in a continuing commitment to the quality and efficiency of the educational programs of NRC.

Examples of conduct or omissions that are not acceptable include, but are not limited to:

- Use of narcotics, alcohol, or controlled substances at work-related events;
- Reporting to work under the influence of narcotics, alcohol, or controlled substance;
- Inappropriate dress or presentation;
- Possession of dangerous or unauthorized materials;
- Theft, misuse, destruction, or unauthorized use of another's property;
- Insubordination, disrespectful conduct to colleagues, students, parents, etc.;
- Lying to supervisory or administrative employee;
- Falsification of any work-related or student-related record;
- Placing a student in danger through neglect or misconduct;
- Inappropriate use of computers, vehicles, or other NRC-owned equipment;
- Lack of attention to legal responsibility for the safety and welfare of students;
- Failure to maintain professional confidences, including student records;
- Failure to know and observe state, federal, and NRC policies and regulations;
- Criminal, unethical, or unsuitable conduct;
- Frequent absences or tardiness, and failure to notify supervisor prior to event.

Drug-Free Workplace.

Employees are expected to report to work on time and in appropriate mental and physical condition for work. NRC will provide a drug-free, healthful, safe, and secure work environment. For this policy, alcohol is considered a drug. It is prohibited to possess, use, distribute, dispense, or manufacture any illegal

controlled substance on Collaborative or school department premises, or while conducting school business off school or Collaborative premises. NRC recognizes drug dependency as an illness and a major health problem, and drug abuse as a potential health, safety, and security problem. Employees who are 7-D drivers as part of their position are subject to random drug testing.

Confidential support for NRC employees is available 24/7 for staff through the Employee Assistance Plan (EAP) by phone or online:

- Phone: 800-225-2527
- Phone: 800-252-4555
- Online: www.EducatorsEAP.com

No Smoking.

NRC prohibits the use of tobacco products within NRC-operated buildings and grounds, school buildings, on school grounds, at NRC and/or school-sponsored events, and on school and NRC vehicles by any individual, including school personnel. Employees may not leave students unsupervised to smoke nor may they take students off grounds for this purpose.

Workplace Safety.

All employees must treat others with courtesy and respect at all times. Employees should refrain from verbal and physical fighting or other conduct that could cause injury or harm. Firearms, weapons, and other dangerous, hazardous, or illegal devices or substances are prohibited from NRC premises. Conduct that threatens, intimidates, or coerces a co-worker, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. Employees must immediately report all acts or threats of violence, both direct and indirect to their Program Coordinator or any other administrator.

11. Organizational Chart & Problem Resolution



Organizational Chart & Problem Resolution

Organizational Chart.

The Board of Directors retains the right to control, maintain, operate, and supervise the educational activities of the NRC. The Executive Director is designated as the Board's agent with respect to all matters pertaining to Collaborative administration.

Public Statements & Communication.

The Executive Director, or designee, has the sole responsibility for handling public statements to the media and speaking with reporters for local or national publications on issues pertaining to the Collaborative. The Executive Director must approve of all appearances by an employee as a representative of the Collaborative or professing to speak on behalf of the Collaborative. The Executive Director (or designee) must approve all press releases, advertising, online presence, curriculum, publications, brochures, and other collateral and give permission before material is disseminated.

Whistleblower Policy.

NRC requires employees to observe high standards of business and personal ethics in conduct of their duties and responsibilities. We must practice honesty and integrity, and comply with all applicable laws and regulations. It is the responsibility of all employees to report violations or suspected violations in accordance with the Whistleblower Policy. The Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the organization prior to seeking resolution outside the organization, by notifying one's supervisor or the Assistant Executive Director using the process detailed in the Personnel Handbook. Reports of suspected violations will be kept confidential to the extent possible.

Complaint Resolution Procedure.

A three-level procedure is used in cases where an employee has a complaint, progressing to a higher level if there is no resolution.

- Level 1: Meet with direct supervisor concerning the complaint.
- Level 2: Meet with the Assistant Executive Director or designee.
- Level 3: Meet with the Executive Director.

12. NRC Personnel Policies and Procedures Handbook



NRC Personnel Policies and Procedures Handbook

This component of the Mandated Training is required for ALL NRC employees to complete EVERY year.

The North River Collaborative Personnel Policies and Procedures Handbook is provided to establish guidelines for all NRC employees concerning the policies and procedures regarding employment set forth by the North River Collaborative Board of Directors.

Employees should have a personal copy of this document. It is also available on a separate link on this mandated training webpage, and on the NRC website “Staff Member Resources” webpage.

Read and understand. The NRC Personnel Policies and Procedures Handbook is provided to each individual when their employment begins. Each employee is responsible to read and understand the information provided in the handbook.

Questions. If you have questions about the content of the NRC Personnel Policies and Procedures Handbook, then please see your Program Coordinator or Principal.

13. NRC Transportation Policies and Procedures Handbook



NRC Transportation Policies and Procedures Handbook

This component of the Mandated Training is required for NRC employees who are involved in the Transportation Department and any NRC staff member who transports students.

The **North River Collaborative Transportation Policies and Procedures Handbook** serves as a source of policy information, rules of the road and rules of the job for vehicle drivers and monitors. It is meant as a supplement to the information outlined in the job description, employment agreement, and the North River Collaborative (NRC) Personnel Policies Handbook. This guide applies to all NRC employees who are involved in the Transportation Department and any NRC staff member who transports students.

This handbook is intended to increase drivers' and monitors' knowledge and enhance their performance. If a driver or monitor is ever uncertain as to a course of action or procedure, he/she should contact the Program Coordinator.

Employees should have a personal copy of this document. It is also available on a separate link on this mandated training webpage.

Read and understand. The NRC Transportation Policies and Procedures Handbook is provided to each individual when their employment begins. Each employee who is involved in the transportation of students is responsible to read and understand the information provided in the handbook.

Questions. If you have questions about the content of the NRC Transportation Policies and Procedures Handbook, then please see your Program Coordinator.

14. Summary of Conflict of Interest Law



Summary of Conflict of Interest Law for State Employees

This component of the Mandated Training is required for ALL NRC employees to complete EVERY year.

Read and understand. Access the information and sign-off regarding the state's Summary of Conflict of Interest Law for State Employees through a separate link every year. Each employee is responsible to read and understand the information provided in the state document. Return the signature page to your Program Coordinator.

Questions. If you have questions about the content of the NRC Personnel Policies and Procedures Handbook, then please see your Program Coordinator or Principal.

Two-year certification. Separate certification through a more detailed online training in the Commonwealth of Massachusetts – Conflict of Interest Law is required of all employees upon hire and renewed every two years. Staff members are told when they need to complete this step.

15. Technology Acceptable Use Policy



NRC Technology Acceptable Use Policy (AUP)

This component of the Mandated Training is required for ALL NRC employees to complete EVERY year.

Read and understand. Access the information and sign-off regarding NRC's Technology Acceptable Use Policy (AUP) through a separate link. Each employee is responsible to read and understand the information provided in the document. Return the signature page to your Program Coordinator.

Questions. If you have questions about the content of the NRC Personnel Policies and Procedures Handbook, then please see your Program Coordinator or Principal.