Orientation Day
August 26, 2024

Paul Tzovolos
Executive Director

Marie Grable
Assistant Executive Director

Introduction of New Staff

Perfect Attendance Award

Longevity Awards

New Staff Assignments

Almshouse Staff Pegi Ciulla-Payroll Administrator Jennifer Hall-Medicaid Specialist Angela Corley-Team Chairperson Arturo Forrest-DEI Consultant Lauren Enos-Clinical Coordinator Deborah Thompson-Outreach and Recruitment Coordinators	**Learning Center Programs** Michelle Boudreau- Program Coordinator Ashley Williams- Teacher Andrea Dauwer- Teacher Paulina Hunter-Teacher Assistant Veronica Scarbo-Teacher Assistant Savannah Rescia-Teacher Assistant Kelsey Vogt-RBT Jennifer Boyce- Teaching Assistant Jennifer Tuzik - Tutor Skye Lawlor- Nurse Alice Cluett- Nurse
North River School Krystal Dube-Gaspar-Adjustment Counselor Shantelle Roache-Adjustment Counselor Tracie Sweeney-Adjustment Counselor Robert Ware- History Teacher Walter Snow-Math Tutor	**Independence Academy** Danielle Lisbon-Teacher Sarah Desantes-Teacher Kiera Herrick - Teacher Brooke Morgan - Clinician
SAILS Program Laura Courage-Teacher Judith DeSantis-Job Coach	**District Services** Margaret McGovern-Speech Therapist Adriana Estrada-Occupational Therapist Jason Rubenstein-Physical Therapist Nicole Whyte-Behavior Therapist Christine Reilly-TVI Kate Stevens-TVI Joshua Coronis-BHI Clinician at BRRHS

Learning Center

Kate Stevens

Longevity Awards

Ten Years
Karin Burke-Lewis
Ryan Morgan
Kelli O'Brien McKinnon
Melanie Sylvia

Fifteen Years
Megan Canty

Twenty Years
Diane Baxter
Kara Connerty
Karin Raymond

SAILS

Students Achieving Independent Living Skills

Serving students ages 18-22 with autism, neurological disabilities, or intellectual impairments.

Navigation Tools:

- Vocational Exploration
- Community Connections
- Health and Wellness
- Independent Living Skills

Home Base Located at the Central Square Congregational Church in Bridgewater Center

Diversity, Equity, and Inclusion (DEI) Consultant Arturo Forrest

Primary Role & Responsibilities:

- Works with the NRC leadership team as well as the leadership teams in multiple school districts to identify, assess, and create action plans to address institutional biases and structural racism in district programs and practices, and their associated impacts on underserved and underrepresented communities.

- Establish protocols and provide guidance to collaborative and district leadership in developing a system for reporting, tracking, and monitoring incidents of bias, racism, and discrimination.

- Provide administrators and staff with support and guidance in addressing and responding to specific incidents, including modeling inclusive communication and equitable discipline.

Team Chairperson
Angela Corley

Primary Role & Responsibilities:

- Communicate with school district contacts to schedule and facilitate the IEP process for our students.
- Ensure quality staff preparation for Team meetings and post-Team meeting staff responsibilities.
- Will not provide content for Team meetings, complete reports or enter IEP content, but can coach and support staff in completion of these duties.
- Provides training on Team process and the new IEP tool across the Collaborative.

Tentative Schedule for NRC Programs:

- August 2024–North River School
- January 2025–Learning Center Programs
- April 2025–Independence Academy and SAILS

New IEP: Peer Support

The following staff across the Collaborative will serve as a primary level of coaching and support for the rollout of the new IEP document during the 2024-2025 school year:

Lauren Enos	Clinical Services Team and General Support
Kaleigh Litchfield, Dave Ash, and Lauren Bechtold	Learning Center Program Team
Abby Horbach	North River School Team
Shannon Cookfair	District Services/Related Services Team
Angela Corley, Team Chairperson	

LifeVac Units Now at All Program Locations

[Web Link]

Annual Mandated Training 2024-2025

Purpose of Training

This PowerPoint presentation is designed to provide the annual mandated training, included but not limited to Civil Rights, for all North River Collaborative staff.

- All questions regarding the information within this PowerPoint should be directed to your Administrator.

- You are required to sign a document at the end of this training indicating that you have received the information about each topic; that you understand the information provided; and that you know who to contact to ask clarifying questions.

Agenda

Title IX, Discrimination and Harassment
Anti-Bullying and Cyberbullying Prevention Policy
Mandated Reporting
Physical Restraint
Student Records and Confidentiality
Social Networking, Student Privacy, Cyber Security, Acceptable Use Policy
Universal Precautions for School Settings
HR Overview - Reporting Changes of Status, Worker's Comp, Conflict of Interest
Employee Conduct
Business Office Overview, Organizational Chart, Employee Forward
Transportation Department Highlights
Mentoring Program
Special Education and IEP Updates

Title IX
Discrimination and Harassment
Complaint Procedure

Presenter:

Marie Grable, Assistant Executive Director

Lauren Enos, Clinical Coordinator

Changes to the Title IX Regulations (Effective August 1, 2024)

- Expansion of definition of sexual assault and sex harassment
- LBGTQ+ students have greater protections
- Pregnant and parenting students have greater protections
- Expanded geographical scope - harassment that occurs outside of school
- Changes in investigative processes

Discrimination and Harassment

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, religion, sex, disability, age, sexual orientation, military service, gender identity or expression, pregnancy and pregnancy-related medical conditions,** or any other classification protected by law. For students, it includes different treatment on the basis of homelessness and limited English-speaking ability. Harassing conduct involving these bases can be a form of discrimination.

Harassment is defined as unwelcome conduct, whether verbal or physical, that is based on a person's race, color, national origin, disability, age, sex (under state law), sexual orientation, military service, gender identity or expression, pregnancy and pregnancy-related medical conditions. For students, it includes unwelcome conduct on the basis of homelessness and limited English-speaking ability.

Sex Discrimination

Sex Discrimination includes discrimination based on **sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.**

Schools have an obligation to address sex-based hostile environment under its education program even when the alleged conduct contributing to the hostile environment occurred outside of the education program.

Schools are required to provide supportive measures to the complainants and respondents affected by conduct that may constitute sex discrimination.

Schools are required to promtly and effectively respond to all complaints of sex discrimination with a fair, transparent, and reliable process.

Complaint Procedure

If any NRC student, parent/guardian, or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination, the individual has a right to file a complaint with the Collaborative. This may be done informally or formally.

Any individual with questions or concerns about sexual harassment or any other form of harassment or discrimination in the workplace is encouraged to bring these issues to the attention of the Principal/Program Coordinator or the Collaborative's Title IX Coordinator.

Information regarding NRC's policy & complaint procedure can be found in the NRC Handbook of Personnel Policies and Procedures.

Anti-Bullying and Cyberbullying Prevention Policies

Presenters:
Andrew Manning,
Program Coordinator
& Abby Horbach,
Assistant Program Coordinator

North River School

Student Anti-bullying & Cyberbullying

<u>Bullying & Cyberbullying</u>
Repeated use of a written, verbal, or electronic expression or a physical act or gesture or any
combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Mandated Reporting

Presenter:

Lauren Enos,

Clinical Coordinator

Abuse and Neglect

Abuse means the non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of physical or emotional injury, or constitutes a sexual offense under the laws of the Commonwealth or any secual conduct between caretaker and a child under the care of that individual. Abuse is not dependent upon location (ie: abuse can occur while the child is in an out-of-home or in-home setting.)

Neglect means failure by a caretaker, either deliberately or through negligence or inability. to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. The definition is not dependent upon location (ie: neglect can occur while the child in in an out-of-home or in-home setting.)

Mandated Reporting 51A

- Chapter 119, Section 51A requires that school personnel immediately 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. A written report is submitted within 48 hours.

- All NRC employees are mandated reporters (not investigators) and may file a report independently if they feel it is necessary. Best practice is to use a team process to discuss and seek guidance prior to reporting.

- 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, Assistant Executive Director, and/or Executive Director.

Please refer to the NRC Policies and Procedures Manual for additional information.

Physical Restraint

Presenter:
Paul Tzovolos,
Executive Director

Physical Restraint

Physical Restraint

Direct physical contact that prevents or significantly restricts a student's freedom of movement. An extended restraint is one that lasts longer than 20 minutes.

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.

Time-Out

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.

When may you <u>not</u> use Physical Restraint?

- 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.
- When the student cannot be safely restrained including medical contraindications.

- Also…

The use of restraint may not be included in behavior plans or IEPs.

Restraint is only to be used as a LAST RESORT

Proper Administration of Physical Restraint

- Only staff who are CPI or Safety Care trained may administer a physical restraint (not including reasonable intervention to protect a student from immediate danger).
- Use only the necessary amount of force to protect the student or others.
- Make sure the student is able to breathe and speak. If the student indicates that he/she cannot breathe the restraint must be stopped.
- Monitor physical well-being, monitor respiration, monitor skin color.
- If student experiences physical distress -- release restraint and seek medical assistance immediately.
- Know students' medical and psychological limitations and behavior intervention plans, including known or suspected trauma history.

Restraint Prevention and Follow-Up

Prevention

- Behavior Intervention Plans
- Sensory Tools
- Limiting of Environmental Input and Attention
- Consultation with Service Providers and Family Members
- Identification of Antecedents
- Use of Alternative Means of Redirection or Reinforcement for Safe Behavior
- Therapeutic or Social/Emotional Interventions

Follow-Up

- 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?"

- Give the parent and/or student the opportunity to provide feedback and input verbally or on the reporting form.
- Provide behavior planning to avoid the problem behavior(s) that caused the unsafe situation.

NRC Link and Timeline Information/Process

NRC 2024-2025 School Year Restraint Reporting Form

- -Program administrator notification immediately following the restraint.
- -Verbal or written (communication log) notification on the day of the restraint to the family.
- -Complete, print, and submit the restraint reporting form within one school day.
- -Provide a copy to the parent within three school days and solicit parent input.

Student Record and Confidentiality

Presenter:

Ryan Morgan, Program Coordinator

Independence Academy

Student Records and Confidentiality

FEDERAL LAW

- The Family Educational Rights and Privacy Act of 1974 (FERPA)
- Individuals with Disabilities Education Act (IDEA)
- Health Insurance Portability and Accountability Act (HIPPA)

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

Parent Access to Student Records

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

- to inspect their child's file within two weekdays 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.
- 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 such as:
  - Court Order/lawfully issued subpoena
  - DCF or State and local authorities within the juvenile justice system
  - First responders in emergency situations

Non-Custodial Access to Student Records

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.

Access to Student Records

Authorized school personnel who have access to student records include:

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

Helpful reminders....

- Be sure to keep confidential information in a secure location.
- Do not discuss confidential information in a public space (hallway, cafeteria, faculty room).
- **Do not use email to communicate confidential information**.
- Remember that Educational Assessment A and B forms are part of the student's record.
- Remember that all information, including personal notes and samples of student work shared at Team meetings become part of the student record.

Student Records...

- **Student Records** consist of the transcript and other minimal data necessary to reflect a student's educational progress. This record is maintained for 60 years.
- **Temporary Records** consist of 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.) This record is maintained for 7 years from exiting school.
- **Sole Possession Records** consist of records kept "in sole possession of the maker" **are not** considered part of educational records.
    - The student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party.
    - Once records are shared with others, via email or at special education Team meetings for example, they **are** considered educational records.

Social Networking & Technology

Presenter:

Diane Baxter,

Technology Director

Social Media

- A social media policy is part of North River Collaborative business code of conduct that outlines for employees how they should represent themselves and NRC on social media.

    - Be Respectful
    - Be Honest & Accurate
    - Post only appropriate and Respectful Content

- 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.

- Staff members are 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. ***No personal accounts are to be used.***

Student Privacy & Personally Identifiable Information (PII)

The term includes, but is not limited to…

(a) The **student's name**;

(b) The name of the **student's parent or other family members;**

(c) The **address of the student** or student's family;

(d) A personal identifier, such as the student's social security number, student number, or biometric record;

(e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

(f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

(g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

•Part of the Collaboratives process includes ensuring vendors that we use that may have any student data, that they follow the federal student privacy guidelines. We get a signed agreement with the vendor and then keep a record of the agreement in our account.

•**Under NO Circumstances** should anyone share any **student information**, **images,** or **likenesses of a student on their own personal social media account for any reason**. It is against the LAW. If you have something you would like posted then submit it to your coordinator. A reviewed for approval will be confirmed to ensure there is a signed agreement by a parent for posting/sharing images of their child on our public social media sites. Once this is confirmed then and only then can the image be submitted to Kelli to be posted on our website or Facebook page.

Methods for Secure File Sharing

- Method 1: Use Encrypted File Sharing Services....(Dropbox)
- Method 2: Password-Protect Your Shared Files. …
- Method 3: Share your files from your drive, within the collaborative and your district users as needed.
- Method 4: Use a Secure File Transfer Protocol (SFTP) ...
- Use Two-Factor Authentication (2FA) ...
- Limit Access to Shared Files to only those needing access.....

- If any of this data needs to be shared within the collaborative or another agency ***it must be sent or shared in a secure manor***. Sending emails with attached documents are not acceptable as secured unless using an encrypted email, or password protecting your documents.

Cyber Security

Email scams are on the rise, now more than ever….

Example: Email sent to payroll dept asking to have direct deposit banking changed to a new bank account. The scammer has setup a rule in your email that if the payroll dept replies to the fake request it gets deleted so you never see it. Then the scammer replies.

- You need to Sign out of all of your programs.
- Sign out of your devices, and the apps on them.
- Never leave a device signed on while you are away from it.
- When in doubt delete the email.
- Remember to always EMPTY your Junk/Spam Email folder
- When you receive an email with a file, just send an email to the sender to ensure that they did send you the file. Then if you save it to your computer, right click on the file and run a scan to ensure it is safe.

Cyber Security Testing will continue to evaluate how well staff react to cyber threats that they receive in their email.

Example of Email Scam

IT Support Re-Validation Notice Email Service Center for emillett@nrcollab.org

[EXTERNAL SENDER]

Eileen Millett

From: frank@mg.nep.benfranklin.org on behalf of IT Support™ <frank@mg.nep.benfranklin.org>
Sent: Monday, July 10, 2023 8:40 AM
To: Eileen Millett
Subject: Re-Validation Notice Email Service Center For emillett@nrcollab.org

Importance: High

[EXTERNAL SENDER]

<https://iqconnect.lmhostediq.com/iqextranet/iqClickTrk.aspx?&cid=PA16LS&crop=0000.0000.0000.0000&report_id=&redirect=https%3A%2F%2Fzathor.com.br%2Fnew%2Fauth%2F%3Fuserid%3Demillett@nrcollab.org>

*** Notice the Subject line, it shows that it came from IT Support.**
*** Now look at the Actual From Line:**
*** Not IT at all.**

From: Diane Baxter **<op@maxbigmove.com>**
Sent: Tuesday, March 19, 2024 1:00 PM
To: Payroll Dept <payroll@nrcollab.org>
Subject: PAYCHECK DD ADJUSTMENT

[EXTERNAL SENDER]

Hi, I'd like to make changes to the information used for direct deposit of my paycheck. Cuz I recently switched to a new financial institution. I need to send you my new information to update my paycheck direct deposit info to the system before the next payroll is processed. Can the change be effective for the next pay date?

Thank you,

Diane Baxter

Helpdesk

•The current helpdesk and asset tracking system is with **“IncidentIQ”**. Every device has been entered into the system. Every program has been reviewed with your actual equipment that we have you listed as having.

•Our inventory is now tied into this new ticketing system, all users will be required to login to the system to submit a ticket. Your profile is tied to your Gmail account.

•Tracking the issues will allow the tech dept to know if a device is having the same issues and that it should be replace, and also plan future replacements in our budget process.

•Everyone will be required to submit a ticket, without a ticket we will not be able to provide support for your issue.

- When submitting a ticket you need to be as specific as possible, don’t just say I need to reset my password? Every user can have multiple accounts that require passwords. If it is specific to a piece of equipment list the equipment and any asset tag #’s or a serial number. If your using a device that has security questions or an email account applied to the device be sure to enter the email account is it signed into.

- If you can’t access the internet then someone can enter a ticket for you using the Edit Requestor option as soon as you start a ticket in the system.

- Often we may need to send out updates and if we tell you to turn on or power up your devices you need to do that even if you are not currently using the device.

We require everyone to use the ticket system so we can track issues on devices so we can plan for replacements as needed. You also must remember that when you say “Hey Diane my email isn’t sending” and then someone else walks by and says “Can you look at my computer is its really slow” By the time we are done with what we are working on we could have received other request for help. In addition the system sends an email to Me, Mike and Eddy automatically when a ticket is submitted. You do not need to also send us an email. If you call one of us and leave a message on our phones and we are on the road or out of the office then no one else in our department will know that you need support.

Important Technology Upcoming Changes

Google Systems - Multi-Factor Authentication

Due to the increase in email systems being hacked we are going to be implementing a 2-Step Verification (2SV). This process will require you to have a secondary way to confirm your identity, that it is actually you trying to access your email or files. You will receive a notification when this process is put into place.

- 2SV methods include:

1. Security key: phones running Android V7+ or iOS 10+
2. Google Prompt: When trying to sign in you will get a prompt to confirm it is you.
3. Google Authenticator app: A one time verification code is sent
4. Backup Codes: If unable to have device with you, codes can be created and printed so you will have them with you.
5. Text or Phone Call: Verification code is sent or a phone call with a code is sent to your device. (not as safe as the other options)

NRC Technology Acceptable Use Policy

Highlights

Expectation of Privacy

User Responsibility

Prohibited Uses of the Network

Classroom-Based Computer Use

Internet Safety and Children's Internet Protection Act

Disclaimer of Liability

The use of the Network is a privilege, not a right, which may be revoked at any time

Universal Precautions for School Settings

Presenter:

Meredith Daly,
District Services Coordinator

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.

Universal Precautions for School Settings

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 promptly and with caution.
- 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.
- 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).
- Clean up other body fluid spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner.

HR Update

Presenter:
Kelli O'Brien McKinnon,
Executive Assistant &
HR Coordinator

Reporting Changes of Status

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

Worker's Compensation

Worker's Compensation: All injuries and accidents which happen at a program site or in the community while an employee is performing his/her job must be reported immediately to the Program Coordinator or the program's building nurse, no matter how minor. An Employee Accident Report Form must be completed and submitted to Kelli O'Brien McKinnon, NRC Human Resource Coordinator on the day of the incident or within 24 hours. If medical attention is needed, all medical paperwork and discharge papers must be given to the Human Resource Coordinator to file a claim. Once reported, a claim number will be assigned to the injured employee to use for all medical appointments/services regarding the injury.

All bills/invoices received by an employee due to their injury should be submitted to HR for reimbursement.

A medical note clearing the employee to return to work is also needed prior to an employee's return.

FMLA & Reimbursement Requests

Applying for FMLA: All absences of more than 5 days should apply for FMLA though HR which can be taken for 12 consecutive weeks or intermittently for one year. Please check our Policies and Procedures handbook for specific eligibility requirements.

Tuition and Professional Development Reimbursement Requests: must be signed off by the Program Coordinator and submitted to HR for tracking and submission to the Business Office. Please note that proof of payment and attendance for PD reimbursement is required and proof of payment and a grade of B or higher is required for tuition reimbursement.

Conflict of Interest Law

- The Conflict-of-Interest law "seeks to prevent conflicts between private interest and public duties".
- The State Ethics Commission has launched their new conflict of interest law online training program. All employees are required to complete the ethics training every two years and the conflict of interest summary every year. Both trainings are online.
- The state will now hold all certificates and send updates to Human Resources on who has completed the training.
- In order to complete your training requirements, you will need to register as a new user at: https://massethicstraining.skillburst.com/.

*Please note that once you have registered for the training you will use the same login credentials annually.

Handbook of Personnel Policies & Procedures

Highlights

Legal Mandates Concerning Employment

Payroll/Salary

Employee Conduct

Work Schedule

Paid / Unpaid Leave

Summary of Benefits

Reimbursement / Expenses

Separation of Service

Employee Conduct

Presenter:

Deborah Thompson,
Outreach & Recruitment
Coordinator

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 <u>not</u> 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;

Employee Conduct... continued

Examples of conduct or omissions that are <u>not</u> acceptable include, but are not limited to:

- 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.
- Etc.

Complaint Resolution Procedure

In cases where an employee has a complaint, the following procedure will be utilized in the resolution of the stated complaint:

- **Level 1:** The employee meets with his/her direct supervisor (i.e., supervisor, teacher/Program Coordinator) concerning the nature of the complaint. If no resolution is reached, then the employee may meet with the Assistant Executive Director or his/her designee.
- **Level 2:** The Assistant Executive Director or his/her designee will meet with the individual employee concerning the nature of the complaint. After this meeting has taken place, the employee may request in writing to meet with the Executive Director, should a resolution not be reached.
- **Level 3:** The Executive Director will meet with the individual employee concerning the nature of the complaint. Action by the Executive Director will be the final administrative step.

Business Office Updates, Organizational Chart, and Employee Forward

Presenter:

Ellen George,

Director of Business Services

Organizational Chart

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.

Employee Forward

www.employeeforward.com

Log into **Employee Forward** to verify all information pertaining to your financial compensation.

Once logged in, you can review:

Demographics: name and contact information

Accruals: your accrued and used Personal, Sick and Vacation time, if applicable

Deductions: any deductions that you have elected to come out of your pay (i.e. insurance, retirement, etc)

Direct Deposits: the bank account(s) that you have directed your pay to go to.

Emergency Contacts: people that you have designated to be contacted in case of an emergency.

Pay History: lists all previous pay periods, click on the spyglass to get a printable version of your pay stub.

Taxes: if you need to change your tax withholding.

Business Office Updates and Reminders

- Per the employee handbook, all timesheets should be submitted to your program coordinator by the end of the day Friday of each week. In turn, the program coordinator should have the timesheets signed and submitted to payroll by 10am on the following Monday.

- The Business Office Team is testing online timesheets, which will be similar in practice to requesting time off/sick days. Staff will fill out an online form and the program coordinator will approve it.

- Due to the increase in scam attempts, all requests to change direct deposit information must be made through Employee Forward.

Transportation

Presenters:

Eileen Millett, Transportation Director

Susan Hardie, Asst Transportation Director

Transportation Updates

- Field Trip Safety Information
- Field Trip Scheduling Information
- Van Use and Cleanliness
- 7D Licensure Support
- Referral Bonus Available to All NRC Staff

Handbook of Transportation Policies & Procedures

Highlights

General Information

Substance Abuse Policy

Responsibilities of the School Vehicle Driver / Monitor

Daily Operations

School Closings / Delays / Early Dismissals

North River Collaborative Professional Development

- A reminder that professional development offerings through North River Collaborative are available to all staff.

- Some opportunities may fill to capacity and not be available but we will make every effort to allow for our team members to attend given the slots made available by the presenter.

- Any course reimbursement request, which is available to staff who have been employed for more than one year, must have approval prior to taking the course (refer to page 78 of the NRC Personnel Policies and Procedures Handbook).

Induction and Mentoring Program

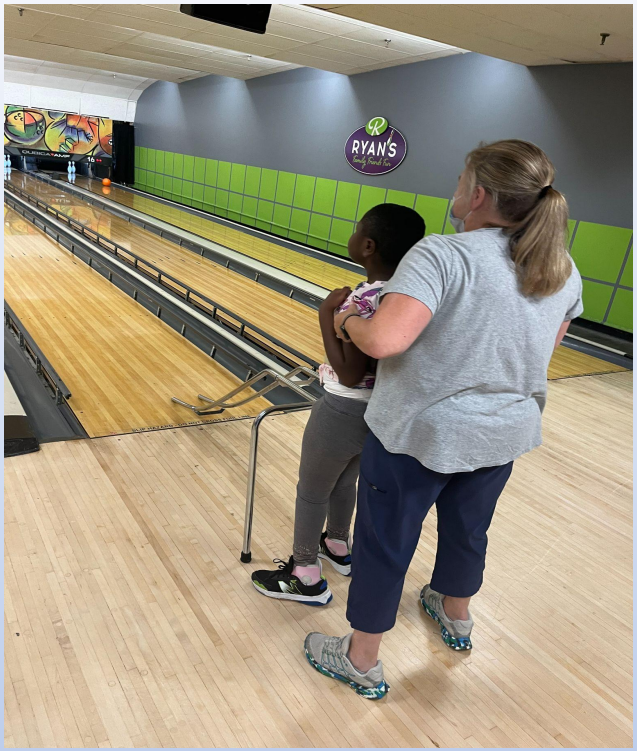
- ★ Districts are required to provide induction programs for educators new to the profession, the district, and/or their roles.
- ★ Your program coordinators have identifies which new employees should participate in the Induction and Mentoring Program.
- ★ There will be a series of formal and informal meetings throughout the year between the Mentor and Mentee.
- ★ Additionally, there will be a series of group sessions targeting the essential components if Educator Effectiveness aligned with the DESE licensure regulations

First Meeting Thursday September 12, 2024

3:00 - 4:00

AlmsHouse

198 Spring Street, Rockland



Special Education

Presenters:

Michelle Boudreau
Learning Center Program Coordinator

Angela Corley
IEP Team Chairperson

New Individualized Education Program (IEP) Tool

- All districts in the Commonwealth are required to use the new IEP with full implementation by the end of the 2024/2025 school year
- Purpose of the new IEP…
  - To provide a consistent format for documenting and tracking students' educational goals, progress, and services across the Commonwealth
  - Aims to enhance collaboration, clarity, and consistency in the planning and implementation of educational services for students with disabilities

New IEP Tool continued…

- Key changes…
  - Help improve outcomes for students with disabilities by building on individual student strengths;
  - Use language that is intended to be easily accessible to students and their families;
  - Reflect the requirement that students with disabilities are placed in the least restrictive environment consistent with their needs;
  - Seek to strengthen the transition planning process to better prepare students for all transitions (one grade to the next) and also transition to independence in adult life, including post-secondary education and employment;
  - Capture the IEP Team's determination of individualized instruction, services, and supports for each student with an identified disability.
  - Easier to read by separating Present Levels into four categories: Academics, Behavioral/Social Emotional, Communication, and Additional Areas separately & categorizing accommodations by type (Presentations, response, timing & setting)

Student Profile

- The Student Profile section is used to identify all disabilities determined through the special education eligibility process.
- It is important to note that a student's disability determination on an IEP may not always align with medical or other diagnostic evaluations.
- If relevant, more information about the student's disability can be included when describing the impact of the student's disability in other sections of the IEP. For example, the IEP Team might identify a student as having a specific learning disability in their Student Profile and further explain that the student has dyslexia, dysgraphia, or dyscalculia in later sections of the IEP.

STUDENT PROFILE

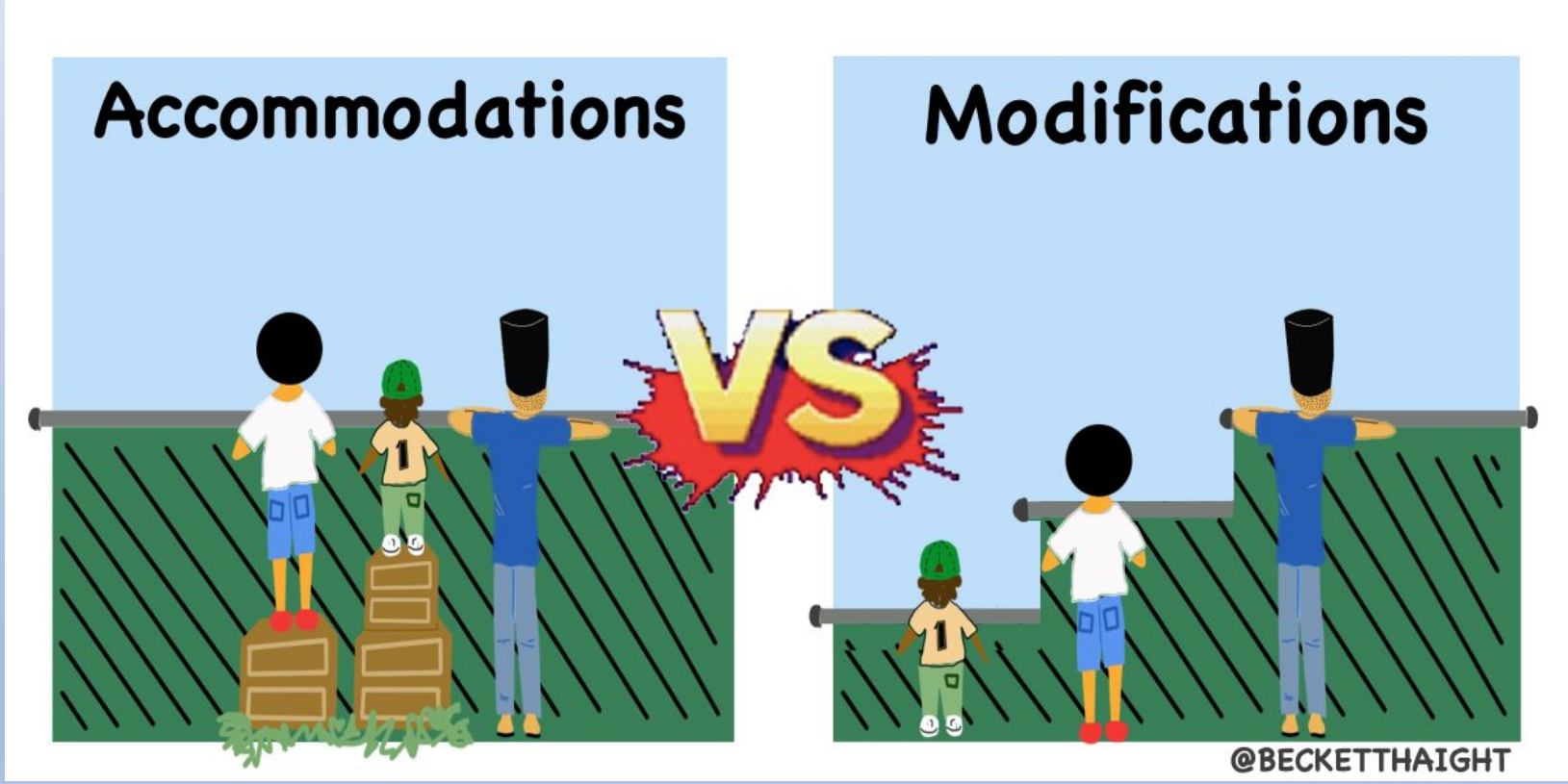
The student is identified as having the following disability or disabilities. Include all that apply.		
☐ Autism ☐ Communication Impairment ☐ Developmental Delay (ages 3–9) ☐ Emotional Impairment	☐ Health Impairment ☐ Intellectual Impairment ☐ Neurological Impairment ☐ Physical Impairment	☐ Sensory Impairment ☐ Hearing ☐ Vision ☐ Deaf-Blind ☐ Specific Learning Disability

Present Level of Academic Achievement and Functional Performance (PLAAFP) (previously referred to as PLEP A & B)

- Academics
  - Autism Specific Questions
- Behavioral/Social/Emotional
  - Bullying Statement
  - Autism Specific Questions
- Communication
  - Autism Specific Questions
- Additional Areas
  - Activities related to daily living, health, hearing. Vision, and sensory-motor

The IEP Team should comment on each component that is relevant to the student. If a component or components are not relevant to the student, write "Not applicable."

Accommodations vs Modifications



Accommodations vs Modifications

IEP accommodations and modifications are two kinds of supports that may be provided for students with disabilities through their IEP. In general, the key differences are:

	Accommodations	Modifications
General Purpose	▪ Provide **access** to the general education curriculum by addressing barriers or challenges. ▪ **Level the playing field** so students can fully participate in educational activities.	▪ Make **changes to curriculum**, instruction and/or assessment directly tailored to individual needs. ▪ **Alter** what is being taught or assessed to match the student's abilities and learning goals.
Typical Nature of Changes	▪ **Content** and standards of the curriculum are n**ot changed.** ▪ The ways in which educators **present information** and the ways in which students **demonstrate their knowledge** or skills are adjusted to allow for access to curriculum and instruction.	▪ The curriculum is adapted to focus on key concepts. ▪ **Content is simplified**. ▪ Complexity of assignments or tasks is reduced.
Examples	▪ Providing extra time on tests. ▪ Using assistive technology. ▪ Providing visual prompts and instructions.	▪ Using alternative assignments. ▪ Direct, explicit, multi-sensory instruction. ▪ In language arts, providing modified materials at a different reading level.

New IEP Tool Esped Preview

- Similar Functionality to the Previous Esped IEP Tool
- All IEPs are Read Only at this Time
- New IEPs will be Generated in the New IEP Format
- Shared Responsibility for IEP Process

www.esped.com

Please Remember to Sign the Annual Mandated Training Verification Signature Page FY 2025

Have a Great Year!