

Employee Handbook

2017-2018

Diman Regional Vocational Technical High School



Table of Contents

Telephone Directory	4
VISION STATEMENT	5
MISSION STATEMENT	5
General Information about Diman	6
Parking.....	7
Mailbox, Email and Phone Messages.....	7
Reporting an Absence.....	8
Approved School Calendar.....	9
Mid-Trimester Progress Report/End of Trimester Schedule.....	9
Bell & Lunch Schedule 2017-2018.....	9
Daily Program for First Periods - Class Or Shop.....	10
Cafeteria Rules.....	11
Lunch Duty Supervision 2016 – 2017.....	11
Shop Exploratory Schedule 2017-2018	Error! Bookmark not defined.
Counselor Assignments and Responsibilities	13
Fundraisers.....	14
Field Trips.....	14
Transportation Requests.....	14
Cancellation of School/Early Release.....	14
Crisis Manual	15
Medical Emergency Response Plan 2015-2018	15
A.L.I.C.E. -- A. (Alert), L. (Lockdown), I. (Information), C. (Counter),.....	19
How to Respond to an Active Shooter/A.L.I.C.E. Condition.....	19
Building Evacuations, Fire, Fire Drills	21
School Safety.....	22
Emergency Drills.....	22
Visitors to the School.....	22
Procedures for Using K-9 Dogs.....	23

Administrative Roles24
Assistant Superintendent/Principal’s Role 24
Academic Coordinator’s Role 24
Vocational Coordinator’s Role 24
Dean of Students’ Role 24
School & District Accountability Information25
Relationship to Other Laws25

Telephone Directory

Administration:	508-678-2891	Extension
<u>Thomas F. Aubin, Superintendent-Director</u>		<u>1920</u>
<u>Elvio Ferreira, Assistant Superintendent/Principal</u>		<u>1340</u>
<u>Katie Warren, Academic Coordinator</u>		<u>1280</u>
<u>Maria Torres, Vocational Coordinator.....</u>		<u>1310</u>
<u>, Dean of Students</u>		<u>1210</u>
<u>Lois Miller, Director of Guidance.....</u>		<u>1250</u>
<u>Debbie Pacheco, Director of Special Education & Grant Writer</u>		<u>1320</u>
<u>Deborah Kenney, School Business Administrator</u>		<u>1160</u>
<u>Glenn Benevides, Supervisor of Building and Grounds</u>		<u>1630</u>
<u>Tara Mancini, Data Analyst</u>		<u>TBD</u>
<u>Kevin Lazaro, Cooperative Education Coordinator.....</u>		<u>1300</u>
<u>Dean of Students:</u>		
<u>To Report an Absence/Tardy/Dismissal</u>		<u>1230/1270</u>
<u>Bus Routes</u>		<u>1230/1270</u>
<u>Guidance:</u>		
<u>Homework Request Due to Long-Term Absences.....</u>		<u>1500/1510</u>
<u>Questions about Courses, Grades of Progress Reports.....</u>		<u>1500/1510</u>
<u>Counselors:</u>		
<u>Bethany Ditata.....</u>		<u>1520</u>
<u>Julie Ferreira.....</u>		<u>1480</u>
<u>Erica Thomas</u>		<u>1290</u>
<u>Jeff Ramadan.....</u>		<u>1530</u>
<u>Eric Silva</u>		<u>1550</u>
<u>School Adjustment Counselor:</u>		
<u>Michaela Hetzler</u>		<u>1460</u>
<u>Special Education Services</u>		<u>1360</u>
<u>School Nurse</u>		<u>1770/1771</u>
<u>School Nurse Fax #.....</u>		<u>508-674-3263</u>
<u>Athletics</u>		<u>1980</u>
<u>Diman RVTHS Web Page.....</u>		<u>www.dimanregional.org</u>
<u>Diman RVTHS Fax #</u>		<u>508-679-6423</u>

VISION STATEMENT

Diman Regional Vocational Technical High School (DRVTHS) graduates will be occupationally skilled workers whose academic, vocational/technical, and workplace competencies will make them responsive to socioeconomic, technological, and environmental challenges in a complex and changing society.

MISSION STATEMENT

The mission of Diman Regional Vocational Technical High School is to develop the unique potential of each learner by enabling students to acquire knowledge, skills, and dispositions that are needed to achieve personal, academic, vocational/technical, and civic goals.

OBJECTIVES

1. To ensure that every student is given the opportunity to develop his/her potential without regard to race, color, creed, national origin, gender, sexual orientation, economic status, homelessness or disability.
2. To provide state-of-the-art, integrated academic and vocational/technical programs, which optimize the potential of each student and prepare them to meet the state's performance standards.
3. To provide opportunities for students to acquire contemporary workplace skills such as communicating, organizing and analyzing information, solving problems, using technology, initiating and completing assignments, acting ethically and professionally, interacting with others, understanding the structure and dynamics of organizations, and taking responsibility for career and life choices.
4. To provide all grade 9 students with an opportunity to explore their interests in a wide array of trade/career options.
5. To provide counseling and assistance to students concerning social issues, employment and educational opportunities, and vocational orientation.
6. To provide programs and activities which contribute to health and well-being, a safe environment, a sense of belonging, and respect for self and others.
7. To use student assessment results to review and improve curricula, courses, programs, and instructional practices.
8. To encourage students to pursue professional improvement leading to certification/licensure in their trade areas and post-secondary education.
9. To provide continuing adult education with a focus on developing technical skills.
10. To continuously seek, with the guidance of active Advisory Boards, new areas of training required for community and industrial development.
11. To provide personnel with the resources and the support needed to grow and develop professionally toward a goal of raising student achievement.
12. To promote cultural understanding within a diverse population.
13. To develop partnerships with business, industry, government, and the community.

General Information about Diman

The Greater Fall River Vocational School District, which is comprised of Fall River, Somerset, Swansea and Westport, provides vocational-technical education at the secondary and post-secondary level. The Greater Fall River Vocational School District Committee is the governing body of the regional school district. In setting policies, the Committee welcomes input from the student body, parent/guardian, faculty and administration.

The primary objective of Diman Regional Vocational Technical High School is to develop in all students the highest degree of vocational and technical competency, and this vocational and technical competency must be integrated with technical knowledge, academic skills and cultural values as the basis upon which any good vocational-technical program is built. As we strive for this competence, we shall be ever cognizant of the importance of providing for personal development and civic responsibility. Counseling is available to assist and advise students concerning personal adjustment, employment orientation, job opportunities and advanced educational opportunities upon graduation.

We accomplish these objectives by providing occupational training in sixteen (16) different areas at the high-school level. This allows students with different potential and interests to select an area in which they can be successful.

The school's plan of instruction at the high-school level is based upon an alternating system of two (2) weeks in academic classes and two (2) weeks in their vocational area.

Regulations published on September 15, 2010 amended Title II of the Americans with Disabilities Act (ADA) and requires Diman to publish a policy regarding the presence and use of service animals in schools. The regulations, which can be found at 28 CFR Part 35, require each school district to have this policy in place. The school maintains an active placement bureau and is pledged to continue its close contact with industry partners in order to keep its training current and to meet the needs of industry.

Anti-Discrimination Statement

The Greater Fall River Vocational School District/Diman Regional Vocational-Technical High School prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, homeless/homelessness and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, District/School policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Parking

All Faculty and Staff members must have a parking permit which is to be *displayed while on school property.*

Please see someone in the Administration Office if you need specific information about a parking permit.

Mailbox, Email and Phone Messages

All the mailboxes have been reconfigured to the current teacher listing. Your classroom and/or shop keys are in your mailbox. New teachers should obtain their mailbox assignment from the office of the Superintendent-Director.

All employees have an obligation to remain informed about school events. As a result, it is required that all employees do the following each day when they report to work:

Please check the following each day:

- **Your mailbox**
- **Your phone messages**
- **Your e-mail**

Reporting an Absence

Before 5:00 a.m. on the day of the absence: use Aesop to notify.

1. Log onto your account at <http://www.aesopeducation.com>
2. Enter the appropriate information such as the absence reason, date, time, and notes to administrator or substitute teacher
3. To submit click 

From 5:00 a.m. to 6:30 a.m. on the day of the absence: use our automated telephone system at DRVTHS.

1. To Access this feature dial **508-678-2891**
2. After the welcome message, press **5555**
3. Leave your message stating YOUR NAME, DEPARTMENT, THE DAY AND DATE, PLUS THE **REASON FOR YOUR ABSENCE**. Please speak clearly as the system is voice sensitive and will shut down if you mumble.

Example: *This is John Jones of the Metal Fabrication Department; I am not feeling well and I will need sick leave for today, Monday, June 28th*

Reminder: Messages must be left on extension 5555, the message will automatically be forwarded to the Administrator doing substitute coverage.

****For absences known in advance - such as personal days or doctor's appointments - a *request* must be completed in Aesop.**

Approved School Calendar

The approved calendar for the 2017-2018 school year is available online. To view/print the calendar for the 2017-2018 school year, please visit the Diman website, click on Calendar at the top of the page.

Mid-Trimester Progress Report/End of Trimester Schedule

<u>October 20, 2017</u>	<u>Mid-Trimester I Progress Report</u>
<u>November 22, 2017</u>	<u>End of Trimester I</u>
<u>January 19, 2018</u>	<u>Mid Trimester II Progress Report</u>
<u>March 2, 2018</u>	<u>End of Trimester II</u>
<u>May 4, 2018</u>	<u>Mid-Trimester III Progress Report</u>
<u>June 15, 2018</u>	<u>End of Trimester III</u>

Bell & Lunch Schedule 2017-2018

FIRST WARNING BELL: 7:30 a.m.

SECOND WARNING BELL: 7:35 a.m.

THIRD WARNING BELL: 7:40 a.m.

LAST WARNING BELL: 7:43 a.m.

ATTENDANCE/LATE TO SCHOOL BELL: 7:45 a.m.

1st Period 7:45 a.m. - 8:28 a.m.

2nd Period 8:31 a.m. - 9:14 a.m.

3rd Period 9:17 a.m. - 10:00 a.m.

4th Period 10:03 a.m. - 10:46 a.m.

5th Period 10:49 a.m. - 12:10 p.m.

1st lunch (10:49 a.m. to 11:14 a.m.)

PE/HEALTH, B211 to B 218, D Wing classrooms,
B 244, B 246, B 248, B 215, C 106, E 103, E 104 MTT Related,

All General Shop Students and

ALL half-day students going into Academics

2nd lunch (11:17 a.m. to 11:42 a.m.)

1st Floor B wing and 1st Floor C wing Classrooms/Labs

3rd lunch (11:45 a.m. to 12:10 p.m.)

2nd Floor B wing and 2nd Floor C wing Classrooms

4th Lunch (12:13 p.m. to 12:38 p.m.)

DR, CC, EL, GC, HA, HV, BU

5th Lunch (12:41 p.m. to 1:06 p.m.)

AC, AT, BP, DA, MF, MT, PL, ET

Culinary Arts Shop will schedule their students throughout the five lunch periods according to the needs of the cafeteria and Room 251.

6th Period 12:13 p.m. – 12:56 p.m.

7th Period 12:59 p.m. – 1:42 p.m.

8th Period 1:45 p.m. – 2:28 p.m.

Daily Program for First Periods - Class or Shop

- Salute the flag followed by a moment of silence
- Announcements read over school intercom
- Take attendance using **ASPEN** system
- Substitute Teachers will use a PAPER Attendance System

FRESHMAN EXPLORATORY SHOP TEACHERS WILL USE A “PAPER” ATTENDANCE SYSTEM UNTIL STUDENTS ARE PERMANENTLY PLACED.

Freshman Exploratory Shop Teachers will take attendance by **indicating an absent student by placing the letter “A” before the student ID number in the left margin.**

Only for the first two days of the school year, paper attendance shall be taken.

Take “FIRST OF DAY” attendance using the ASPEN system. This is to be done every day, no later than 7:55 a.m. unless instructed to do otherwise.

The attendance sheet is to be signed and dated by the teacher at the **bottom** of the page and then forwarded to the Dean of Students’ Office no later than 8:00 a.m. each school day.

EXPLAIN THE FOLLOWING PROCEDURES CAREFULLY TO ALL STUDENTS:

- If a student arrives to your first period class or shop after the 7:45 a.m. bell, he/she **WILL NOT** be admitted without an “admit slip” from the Dean of Students’ Office. If he/she does not have one, send him/her for it. **THIS IS MANDATORY!**
- Any student who was absent from school must report to the Dean of Students office to obtain an “admit slip” when he/she returns to school. **No student who has been absent from school is to be admitted to class without an ADMIT SLIP from the office.**
- All 1st period teachers are to review the previous day’s attendance sheet for students who were absent. Any student who was absent and is now present **without** an “ADMIT SLIP” is to be sent to the Dean of Students’ Office immediately to obtain a slip.

Cafeteria Rules

1. Students are to enter the cafeteria kitchen through the lunch lines.
2. All tables are to be left clean. All trays, dishes, utensils and refuse are to be taken to the disposal room (BY STUDENTS).
3. All food and drink is to be consumed in the cafeteria.
4. Loud talking, unnecessary commotions and rowdy behavior will not be tolerated. Quiet socializing is permissible.
5. When the weather is suitable, students who finish their lunch before the end of the lunch period may leave the cafeteria and proceed to the courtyard area, north of the cafeteria, for the remainder of the lunch period. The north cafeteria exit door is to be used by students going to and returning from the courtyard area only. Students must remain within the courtyard area indicated by the yellow line.
6. The bathrooms, adjacent to the Room 251, are off limits to all students unless otherwise stated by the Principal.
7. Students going to lunch must enter the cafeteria through the main cafeteria doors and not the north exit door. The entrance between the Auto Technology classroom and the Auto Technology Shop will be closed during the lunch periods. Congregating at the Auto Technology classroom entrance and the Auto Technology shop overhead door will not be permitted.

Lunch Duty Supervision 2017-2018

Lunch	1 st	2 nd	3 rd	4 th	5 th
	Mrs. Pacheco	Dr. Warren	Dean of Students	Mrs. Miller	Mr. Ferreira

SHOP EXPLORATORY SCHEDULE FALL 2017

DATES	ACADEMIC	ACADEMIC	DAYS
	"A"	"B"	
Aug. 31 ☺, Sept. 5, 6, 7 Sept. 8, 11, 12 Sept. 13, 14, 15		Shop 1 Shop 2 Shop 3	3 ½ days 3 days 3 days
Aug. 30☺, Sept. 18, 19, 20☺ Sept. 21, 22, 25 Sept. 26, 27, 28, 29	Shop 1 Shop 2 Shop 3		3 days 3 days 4 days
Oct. 2, 3, 4 Oct. 5, 6 ☺, 10 Oct. 11, 12, 13		Shop 4 Shop 5 Shop 6	3 days 2 ½ days 3 days
Oct. 16, 17, 18 Oct. 19, 20 ☺, 23 Oct. 24, 25, 26	Shop 4 Shop 5 Shop 6		3 days 2 ½ days 3 days
Oct. 30, 31 Nov 1 Nov. 2, 3, 6 Nov. 7, 8, 9		Shop 7 Shop 8 Shop 9	3 days 3 days 3 days
Nov. 13, 14, 15☺ Nov. 16, 17 Nov. 20, 21, 22 ☺	Shop 7 Shop 8 Shop 9		2 ½ days 2 days 2 ½ days
Nov. 27, 28, 29 Nov 30, Dec. 1 ☺, 4, 5 Dec. 6☺ , 7, 8		Shop 10 Shop 11 Shop 12	3 days 3 ½ days 2 ½ days
Dec. 11, 12, 13 Dec. 14, 15☺,18 Dec. 19, 20, 21	Shop 10 Shop 11 Shop 12		3 days 2 ½ days 3 days

Revised: 5/12/17

☺ = early dismissal

Counselor Assignments and Responsibilities
2017-2018 School Year

Mr. Silva	Ms. Ferreira	Ms. Thomas	Mrs. Ditata	Mr. Ramadan	Mrs. Hetzler
AT BU ET PL GS	HV GC MF MT	Freshmen	BP CC DA HA	EL CA DR AC	School Adjustment Counselor

Counselor Responsibilities

Mr. Silva	Ms. Ferreira	Ms. Thomas	Mrs. Ditata	Mr. Ramadan	Mrs. Hetzler
CVTE Post-Secondary Planning Night Scholarships Awards Night Naviance History Liaison	Armed Forces ASVAB Financial Aid P.E. & Career Readiness Liaison	Grade 9 SATs PSATs Science Liaison	College Day BCC Presentations UMASS Presentations English Liaison	SEEL Diversity Club Non-Traditional Students SMILES GSA Math Liaison	Counseling Services SOS Website SST SPED Liaison

Fundraisers

In order to be fair to all school activities seeking financial support during the school year through fundraising events, it is necessary that all advisors obtain authorization for the fundraiser at least **two (2) months prior** to the event taking place.

Field Trips

Faculty members planning field trips are to access the [Field Trip](#) electronic folder to access all forms and planning information. Field trips are for educational purposes and must be planned at least **two (2) months in advance**.

Transportation Requests

Certain activities will require transportation of students to sites as part of their vocational program. Please utilize the [Transportation Request Form](#) for this purpose.

Cancellation of School/Early Release

The announcement for cancellation of school or early release of school in case of inclement weather will be made through Connect Ed (the automated calling system). In addition, you may monitor the following radio stations: WPRO (FM) 92.3, WCTK (FM) 98.1, B101 (FM) 101.3, and WSAR (AM) 1480, as well as television channels 6, 10, 12 and FOX 25.

It is important to note that no school at Fall River Public Schools does not necessarily mean **no school at Diman Regional**. Diman Regional Vocational Technical High School is considered the Greater Fall River Vocational District and is separate from Fall River Public School Department.

Please listen for the announcement, which will say:

“THERE IS NO SCHOOL AT DIMAN REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL.”

Please do not call the school; instead, check the school’s website, listen to the radio, or check your email.

Crisis Manual

Each occupied area of the building has been supplied with a Crisis Manual. All teachers and staff should have a thorough knowledge of the information contained in this plan. **This Crisis Manual is to be readily VISIBLE and ACCESSIBLE.**

If the fire alarm should sound, faculty members are to take the Crisis Manual with them upon exiting the building.

If you need clarification on any issue concerning the Crisis Manual, please contact the Assistant Superintendent/Principal.

A "Crisis Manual" Flip Chart has been developed, distributed and is to be VISIBLE and ACCESSIBLE to all employees and students of the District.

Anti-Bullying and Anti-Hazing regulations should be followed at all times and are available on Diman's website.

Medical Emergency Response Plan 2015-2018

Contact Information:

School District: Greater Fall River Vocational School District

School Leader: Thomas F. Aubin, Superintendent-Director

Email: taubin@dimanregional.org

Phone: 508-678-2891 (ext. 1920)

School: Diman Regional Vocational Technical High School

School Address: 251 Stonehaven Road, Fall River, MA 02723

School Principal: Elvio Ferreira, Assistant Superintendent/Principal

Email: eferreira@dimanregional.org

Phone: 508-678-2891 (ext. 1340)

Contact Person for the School Plan: Elvio Ferreira

Email: eferreira@dimanregional.org

Phone: 508-678-2891 (ext. 1340)

The Greater Fall River Vocational School District (GFRVSD) – Diman Regional Vocational Technical High School (DRVTHS) has developed our Medical Emergency Response Plan ("Plan") in consultation with members of the school community, including the school nurse, school athletic team physician, the Athletic Director at DRVTHS, the athletic trainer, local medical and other emergency responders, and other community partners. The purpose of the Plan is twofold:

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

The complete Medical Emergency Response Plan, including the Crisis Manual (Appendix A) and Athletics Emergency Action Plan (Appendix B) is maintained in the school's main office, the school nurse's office, the school library, the athletic office, and the superintendent's office. The Crisis Manual, including guidelines for crises, emergencies, and reportable incidents is posted in all classrooms, locker rooms, gymnasium, and cafeteria and provided to key staff. The Crisis Manual includes protocols that details specific actions to take and by whom during the school day and during after school and evening activities. The Athletics Emergency Action Plan is also posted in the gymnasium, locker rooms, physical education teacher, Athletic Director, and athletic director's offices. The Medical Emergency Response Plan will be modified as needed and updated whenever there are physical changes to the school campus, including new construction. The Plan will be submitted to the Department of Elementary and Secondary Education every three years.

DEFINITIONS

The following definitions are from the Massachusetts School Health Manual and other sources.

Automated External Defibrillator (AED)

An Automated External Defibrillator is a lifesaving device to treat victims of sudden cardiac arrest. The defibrillator is designed to quickly and easily provide an electric shock that restores the victim's normal heart rhythm.

First Aid

First aid is the immediate and temporary care given to an injured or ill person.

National Institute for Occupational Safety and Health (NIOSH)

The National Institute for Occupational Safety and Health is the federal agency responsible for conducting research and making recommendations for the prevention of work-related injury and illness.

Occupational Safety and Health Administration (OSHA)

The Occupational Safety and Health Administration sets and enforces protective workplace safety and health standards.

Standard Precautions

Standard Precautions are thorough hand-washing, gloving in the presence of body fluids, and proper disposal of contaminated wastes. The routine use of appropriate precautions by the caregiver regardless of knowledge of germs present in the individual's blood, saliva, nasal discharges, vomit, urine, or feces prevents the transmission/spread of disease and protects the caregiver. When handling the discharges from another person's body, always use these precautions. Use of Standard Precautions removes the need to know which persons are infected with which germs in the school setting.

Safety Assessment

To prevent injuries and accidents on school property, the GFRVSD/DRVTHS follows

Occupational Safety and Health Administration (OSHA) guidance. Safety guidelines are posted in all classrooms. The GFRVSD also contracts with MSDS Online to maintain accurate material safety data sheets including emergency response information on all chemicals and hazardous materials housed in the school for educational and custodial/maintenance purposes. This information is on the DRVTHS website and is updated regularly, as necessary.

All teachers educate students on specific safety precautions and injury prevention measures relevant to their disciplines. Programs, in which students operate machinery, provide machine specific safety instruction including safety sign-offs, documenting each student's ability to operate the machinery safely. Emergency protocols, including the location and use of emergency stop buttons, fire extinguisher, and fire pull stations, are reviewed at the beginning of each year and reinforced periodically throughout the year. All athletic coaches have been trained in the prevention and recognition of injuries and medical emergencies and include these training in the preventative practices during their coaching activities. Students and parents are provided concussion awareness training prior to the beginning of each sports season.

Community Emergency Responders / Rapid Communication System

The Superintendent-Director, Assistant Superintendent/Principal, and Building and Grounds Supervisor have ongoing relationships with fire and police chiefs as required under the Multi-hazard Evacuation Plan, developed under section 363 of chapter 159 of the Acts of 2000.

A multi-hazard evacuation plan has been established for Diman with the Emergency Management Services Department (EMSD) of the Fall River Fire Department. The plan includes protocols for both evacuation and shelter-in-place. A rapid communication system has also been established linking all parts of the school campus and providing a method for directing EMS personnel to an ill or injured individual(s) and to available rescue equipment when they arrive in response to an emergency call for assistance.

All injuries are reported to the school nurse either at the time of the injury or by the end of the school day. Teachers, instructors, and coaches and/or the athletic trainer determine the severity of any injury and the method of accessing medical assistance i.e. treating on site, sending the injured person to the nurse, or activating the emergency response protocol. Please note that, unless the injury is very minor, any student sent to the nurse is accompanied by an uninjured student.

All classroom and instructional areas have both intercom and internal phone systems for rapid communication. A 7777 telephone code activates an alarm and protocols for the rapid response of a school nurses and at least two administrators to the site of an emergency. Upon receipt of the 7777 alert, internal response time to all location within the school building are less than two minutes. Upon arrival, one administrator takes charge of the site while the other administrator is available to direct and assist emergency personnel. All school administrators have two way radios. All school doors are clearly numbered on the outside of the building for

easy identification. Phones in all school and district offices and vocational shops have an outside line for 911 emergency calls. Emergency ambulance response is typically under seven minutes. The City of Fall River emergency personnel also have access to an entrance card and master key to the building by way of an external lock box.

Contact Information

The District maintains an updated list of faculty and staff with phone numbers. This resource information is available in the superintendent's office and the school's main office. Diman also contracts for a phone-connect system for rapid phone communication with faculty, staff, and parents. An updated list of community-based providers that includes names and phone numbers of mental health professionals, who can provide long and short term mental health services on campus, following incidents and emergencies, is maintained in the superintendent's office, the school's main office, and the pupil personnel services office.

The school's nurse will contact parents/guardians of students and emergency contact persons for faculty and staff, if the student, faculty, or staff person has a medical emergency.

The school maintains a list of names and phone numbers of parents/guardians, updated at the beginning of each school year, who will be contacted in case of a medical emergency concerning a student. The school maintains a list of names and phone numbers of individuals who will be contacted in case of a medical emergency concerning faculty and staff. Faculty and staff are directed to provide updated contact information as needed to the main office.

Medical Emergency Response Protocols

Outlined in **Appendix A: Crisis Manual** and **Appendix B: Athletics Emergency Action Plan (EAP)**

Training

DRVTHS provides First Aid and Cardio Pulmonary Resuscitation (CPR) training on a voluntary basis annually to all faculty, staff, and coaches. Correct use of the Automated External Defibrillator (AED) is included in the CPR training. All staff receives annual training in the use of an EPI Pen, universal precautions, and proper emergency response procedures, as outlined in the Crisis Manual. Diman provides First Aid and CPR training to all Health Assisting, Dental Assisting, and LPN students. Diman has certified instructors on faculty for all training.

Medical Emergency Response Drills

The school conducts a medical emergency response drill in coordination with school evacuation or fire drills. The first drill, which is announced in advance, occurs at the beginning of the school year. Other drills may be conducted periodically during the school year. The principal or designee will ensure that the Plan is reviewed after each drill and revised/modified, as necessary. Any revision/modifications to the Plan will be based upon evaluation results/feedback after each drill and will be designed to improve response effectiveness.

Automated External Defibrillators (AEDs)

Diman has ten (10) fixed site Automated External Defibrillators (AEDs) located outside the auditorium, at the crossroads, at the entrance of the machine tool technology wing, outside the

library, outside the graphic communications entrance, outside the plumbing areas, in the Room 251 restaurant, in the cafeteria area, in the gymnasium area and the LPN building. Diman also has two portable Automated External Defibrillators (AEDs). One is located in the nurse's office and the second is located in the Athletic Director's office. The AEDs are located in sites that make them readily accessible for campus-wide access during school hours, after-school activities, and public events held at the school, and the number is sufficient for the size of the school. The school security officer (daily) and school nurse (monthly) are responsible for checking and documenting the status of the AEDs in accordance with manufacturer's recommendations.

A.L.I.C.E. -- A. (Alert), L. (Lockdown), I. (Information), C. (Counter), E. (Evacuation)

A.L.I.C.E. Condition Responses (Will be implemented/adapted by administrators and teachers/staff in emergency situations)

How to Respond to an Active Shooter/A.L.I.C.E. Condition

In the event that an active shooter makes his or her way into a school, hospital, church, or business, there are steps that can be taken as an effort to survive an attack. With workplace violence as a rising trend across the United States, the A.L.I.C.E. method is not limited to preventing a school shooting. The A.L.I.C.E. Program provides examples for real, effective ways to thwart an active shooter. The breakdown below covers how to respond to violent intruder attacks. A.L.I.C.E. Condition Responses are *not* chronological in order, but provide options for individuals to utilize in attempts to survive an emergency situation.

ALERT: Plain and Specific Language will be used. Code Words will not be USED.

The purpose of the **ALERT** is to inform as many people as possible within the danger zone that a potentially life-threatening situation exists. This can be facilitated via many different methods (Public Address System (PA), text, email, personal senses). No matter the method of delivery, the objective will be a conveyance of information, not an issuance of a command.

The use of plain language, sent through as many delivery channels as possible, will ensure awareness within the danger zone. The goal will be to empower as many individuals as possible with the ability to make an informed decision as to their best option to maximize chances of survival.

A.L.I.C.E., along with the Department of Homeland Security (DHS) and Federal Emergency Management Agency (FEMA), recommends plain and specific language.

LOCKDOWN: Barricade the Room. Silence Mobile Devices. Prepare to EVACUATE or COUNTER, if needed.

Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions are to be made.

INFORM: Communicate the Shooter's/Person's Location in Real Time.

Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel.

Information will always be clear, direct, and, as much as possible; will communicate the whereabouts of the intruder. Effective information can/may keep the shooter off balance, giving people in the facility more time to further lockdown, or evacuate to safety.

Active shooters work alone 98% of the time. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can lockdown and prepare to counter. Knowledge is the key to survival.

COUNTER: Create Noise, Movement, Distance, and Distraction with the Intent of Reducing the Shooter's/Person's Ability to Shoot Accurately.

A.L.I.C.E. does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved, whether in a school, a hospital, a business, or a church.

Counter focuses on disruptive actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chances of hitting a target and can provide the precious seconds needed in order to evacuate.

A.L.I.C.E. does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. Counter is a last-ditch and worst-case scenario option.

Counter is about survival. It is about the last moments between a shooter and a potential victim; anything a person can do to gain control is acceptable. It is the opposite of passive response because every action taken is a proactive step towards survival.

EVACUATE: When Safe to Do So, Remove Yourself from the Danger Zone.

In the face of danger, our human instinct is to remove ourselves from that threat. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

Windows are to be broken from the top corner rather than the center. A.L.I.C.E. trainers teach strategies for evacuating through windows, from higher floors and under extreme duress.

Evacuating a school, workplace, or church is always an option in the event of an active shooter. A.L.I.C.E. responses do not include risking lives of students or employees.

Building Evacuations, Fire, Fire Drills

The following is the procedure regarding the evacuation of the building during an actual fire or fire drill. The evacuation directions as presented have been adopted as school policy and must be implemented by every teacher during an actual emergency or a practice drill.

- Teachers are to explain the evacuation route to students as they relate to the posting in each room or shop.
- Please follow the evacuation route in the event of an alarm.
- Teachers are to close all windows and doors upon evacuation and are to direct their students away from the building to a designated area. Teachers are to bring their class list and Crisis Manual with them and take attendance upon arriving at the designated area. Teachers will wait for a bell **and** an all clear from the administration before reentering the building.
- If, at any time, there is a fire, no matter how small, the fire alarm is to be pulled and the building evacuated.

Fire alarms occurring while shop teachers are on break:

1. Location of rank book and/or class register and Crisis Manual should be known by all shop teachers.
2. Teachers who are within the shop when the alarm is sounded must collect all class lists and crisis manual and proceed to assigned holding area where they are to remain with their students.

If there is a fire, the fire department may request an accounting for all occupants. You may be asked if all of your students are accounted for. The appropriate procedure would be to immediately take attendance at your assigned holding area using your class list.

School Safety

A major objective of the Greater Fall River Vocational School District Committee is to ensure the health, welfare and safety of all staff, students and visitors to Diman and to safeguard facilities and equipment. Toward this end, a number of measures have been undertaken.

- The Bristol County Sheriff's Department has conducted a School Security Assessment.
- Video surveillance cameras have been installed within the school building and on school property. Students in violation of school board policies, administrative regulations, school rules or the law, shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.
- There is a full-time School Resource Officer present each day school is in session.
- There may be private security officers both in and outside the school.
- Access from the outside has been restricted by the locking of all exterior doors at 8:00 a.m. with the exception of the main lobby doors.
- Identification badges are issued to all students and staff to be worn at all times while in school.

Emergency Drills

Emergency drills are held to prepare for various natural and/or artificial crisis situations. All staff and students should follow emergency code protocols.

Visitors to the School

All visitors to the school must have an appointment or legitimate business and must report to the Dean of Student's Office for a visitor's pass. All visitors must be escorted by an adult to their destination, with the exception of a Diman Vendor's Pass. Any unauthorized persons within the building or on school grounds will be asked to leave. Visitors refusing to leave the building shall be considered a trespasser and will be subject to police intervention.

Procedures for Using K-9 Dogs in Occasional Searches of School Buildings and Parking Lots

Objective: To be used as a preventative measure to help control the problem of drug abuse at Diman Regional Vocational Technical High School. In addition, it will let students know we remain active in our efforts to eliminate drug abuse in identifying the individuals who supply drugs in our area.

Generally, and under most circumstances, the following procedures will apply:

1. The Assistant Superintendent/Principal shall notify students no more than five (5) minutes prior to the arrival of the police and canine units that all students will remain in their classrooms until further notice.
Note: Such searches will be conducted during a time when they will be least disruptive.
2. Upon arrival at the school, each team, consisting of a canine unit and/or local police officers, the Assistant Superintendent/Principal will determine an area in which to conduct the search.
3. Passive canine searches will be conducted. Physical contact between the canines and students and/or school personnel will not be permitted.
4. Upon detection of a controlled substance in a locker, the student assigned to that locker will be located by the Dean of Students and requested to report to their locker.
5. A search of a locker shall be conducted by the police officer and a member of the administrative team. The student may or may not be present during the search.
6. Upon possible detection of any illegal substance, the student shall be taken to the office where proper procedure will be followed as stated in the Student Handbook.
7. The illegal substance shall be properly packaged, initialed and taken into custody by the police department.
8. Upon completion of the search area of the building, a search of school parking lot may take place.
9. Upon possible detection of any illegal substance in a vehicle, the student responsible for that vehicle will be located by the Dean of Students and requested to report to their vehicle. Upon possible detection of any illegal substance, the student shall be taken to the office where proper procedure will be followed as stated in the Student Handbook.
10. Upon completion of the search, the administration shall notify the students to resume their normal activities.
11. Areas to be searched will include, but not limited to, lockers, halls, common areas, selected classrooms, selected shops and motor vehicles in the school parking lot.

Administrative Roles

Assistant Superintendent/Principal's Role

The Assistant Superintendent/Principal is responsible for the overall operation and day-to-day activities of the high school. Situations requiring resolution beyond the scope of instructors, department heads, coordinators or the Dean of Students will be reviewed by the Assistant Superintendent/Principal.

Academic Coordinator's Role

The Academic Coordinator shall have overall responsibility for all academic programs and academic faculty. They will contribute to all academic issues including but not limited to, scheduling issues, curriculum development, state testing and etc.

Vocational Coordinator's Role

The Vocational Coordinator shall have overall responsibility for all vocational education and faculty. They will contribute to all vocational issues including but not limited to, Cooperative Education involvement, vocational frameworks, vocational professional development and etc.

Dean of Students' Role

The Dean of Students' will be responsible for all student misconduct within the building, busses and grounds of Diman Regional Vocational Technical High School. The Dean of Students will also deal any attendance issues or clothing violations.

School & District Accountability Information

The Greater Fall River Vocational School District, operating as Diman Regional Vocational Technical High School, adheres to the policies and procedures established by the Massachusetts Department of Secondary and Elementary Education as well as local policies adopted by the Greater Fall River Vocational School District Committee.

Please visit the website below for information from the Department of Education:

SCHOOL AND DISTRICT ACCOUNTABILITY

<http://www.doe.mass.edu/apa/general>

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, gender identity, homelessness, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §37H or §37H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.

MASSACHUSETTS ENACTS THE PREGNANT WORKERS FAIRNESS ACT PWFA

In anticipation of this April 1, 2018 effective date, it will be important for employers to update their policies and employee handbooks to comply with the written notice requirements of the law. Specifically, employers are required to provide written notice to all employees of their rights under the PWFA no later than April 1, 2018. Employers must also provide new employees with written notice of their rights under the PWFA either at or prior to the commencement of their employment.

In addition, when an employee notifies an employer of a pregnancy or related medical condition, the employer will have 10 days to provide the employee with written notice regarding the employee's rights under the PWFA.

The PWFA amends Massachusetts' anti-discrimination statute, M.G.L. c. 151B, to include pregnancy and related medical conditions (*e.g.*, breastfeeding) as protected categories. The PWFA applies to employees and prospective employees, and makes it unlawful for employers to discriminate or retaliate against an individual on the basis of a pregnancy or related medical condition.

The PWFA also makes it unlawful for employers to discriminate or retaliate against an individual who requests a reasonable accommodation because of a pregnancy or related medical condition. Employers will be required to engage in a timely and good faith interactive process with individuals who request a reasonable accommodation related to pregnancy, childbirth, or other related condition, and will be required to grant such requests so long as doing so will not cause an undue hardship to the employer.

Reasonable accommodations under the PWFA may include, among other things: (i) more frequent or longer breaks (with or without pay); (ii) time off to attend to a pregnancy complication or recover from childbirth (with or without pay); (iii) acquisition or modification of equipment or seating; (iv) temporary transfer to a less strenuous or hazardous position; (v) job restructuring; (vi) light duty; (vii) private non-bathroom space for expressing breast milk; (viii) assistance with manual labor; or (ix) a modified work schedule.

MA General Law Chapter 269; Section 17 - Hazing; Organizing or Participating; Hazing Defined

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 18 - Failure to Report Hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to

himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 19 - Reporting Hazing

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Chapter 71 – School Bullying

Section 370. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:

"Approved private day or residential school", a school that accepts, through agreement with a school committee, a child requiring special education pursuant to section 10 of chapter 71B.

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (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; (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. For the purposes of this section, bullying shall include cyber-bullying.

"Charter school", commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of

"Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. 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, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

"Collaborative school", a school operated by an educational collaborative established pursuant to section 4E of chapter 40.

"Department", the department of elementary and secondary education.

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

"Plan", a bullying prevention and intervention plan established pursuant to subsection (d).

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

"School district", the school department of a city or town, a regional school district or a county agricultural school.

"School grounds", property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

"Victim", a student against whom bullying or retaliation has been perpetrated.

(b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying 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. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

(c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

[Subsection (d) effective until July 23, 2014. For text effective July 23, 2014, see below.]

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

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include categories

of students. Nothing in this section shall prevent a school district, charter school, non-public school, approved private day or residential school or collaborative school from remediating any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of which shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

[Subsection (d) as amended by 2014, 86, Sec. 1 effective July 23, 2014. For text effective until July 23, 2014, see above.]

(d)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

(2) Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation, including procedures for collecting, maintaining and reporting bullying incident data required under subsection (k); (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a

perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

(3) Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

(4) The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of these alternative methods shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

(5) The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

(6) The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, however, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be

subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

(e)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

(3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.

(f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.

[Subsection (g) effective until July 23, 2014. For text effective July 23, 2014, see below.]

(g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

[Subsection (g) as amended by 2014, 86, Secs. 2 and 3 effective July 23, 2014. For text effective until July 23, 2014, see above.]

(g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

(j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

[Subsections (k) to (n) added by 2014, 86, Sec. 4 effective July 23, 2014.]

(k) Each school district, charter school, approved private day or residential school and collaborative school shall annually report bullying incident data to the department. The data shall include, but not be limited to: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department. Said incident data shall be reported in the form and manner established by the department, in consultation with the attorney general; provided, that the department shall minimize the costs and resources needed to comply with said reporting requirements; and provided further, that the department may use existing data collection and reporting mechanisms to collect the information from school districts. The department shall analyze the bullying incident data and shall publish an annual report containing aggregate statewide information on the frequency and nature of bullying in schools. The department shall file the annual report with the attorney general and with the clerks of the senate and the **House of Representatives** who shall forward the same to the chairs of the joint committee on education, the joint committee on the judiciary and the house and senate committees on ways and means.

(l) The department shall develop a student survey to assess school climate and the prevalence, nature and severity of bullying in schools. The survey shall be administered by each school district, charter school, approved private day or residential school and collaborative school at least once every 4 years. The survey shall be designed to protect student privacy and allow for anonymous participation by students.

The school official identified in the plan as responsible for receiving reports of bullying or retaliation shall verify the completion of the student surveys. All completed surveys shall be forwarded to the department. The department shall use the survey results to help assess the effectiveness of bullying prevention curricula and instruction developed and administered under subsection (c). The department shall collect and analyze the student survey data in order to: compare the survey results with the bullying incident data reported under subsection (k); identify long-term trends and areas of improvement; and monitor bullying

prevention efforts in schools over time. The department shall make its findings available to the school official.

(m) Each school district, charter school, approved private day or residential school or collaborative school may adopt an anti-bullying seal to represent the district or school's commitment to bullying prevention and intervention.

(n) The department may investigate certain alleged incidents of bullying. If, upon completion of investigation by the department, a school district, charter school, approved private day or residential school or collaborative school is found to not have properly implemented its prevention plan as outlined in subsection (d), the department may require that school district, charter school, approved private day or residential school or collaborative school to properly implement the plan or take other actions to address the findings of the investigation.