

BULLYING PREVENTION AND INTERVENTION PLAN (SEXUAL HARASSMENT AND HAZING POLICY)

Overview

Tri-County RVTHS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Tri-County RVTHS is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Tri-County RVTHS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school building, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The plan is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the plan. This plan affords all students the same protection regardless of their status under the law.

Definitions

Bullying as defined in M.G.L. c. 71, § 37O *is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of an unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances*

- *May cause a reasonable person to suffer physical or emotional harm • May cause damage to another student's or employee's property*
- *May cause a disruptive or hostile school environment.*

The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

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- *That are being offered through the school district*
- *That are during any educational program or activity*

- *That occur while in school, or school equipment or property, in school vehicles, on school buses, at*

designated school bus stops, at school-sponsored activities, or at school-sanctioned events.

Cyberbullying occurs through the use of electronic communication. This means any communication through an electronic device including a telephone, cellular phone, computer, pager, or Internet. It includes, but is not limited to, email, instant messages, text messages, social networks, and Internet postings. Cyberbullying at school can include the use of data, telephone or computer software that is accessed through a computer, computer system or computer network in any public educational institute. See M.G.L. c. 71, §37O for the legal definition of cyberbullying.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Hostile environment, as defined in M.G.L. c.71, §37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures/cartoons or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts or any other activity that constitutes sexual harassment. Sexual harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:

1. (1) When submission to such conduct is made explicitly or implicitly; a term or condition of employment, instruction; or participation in school activities or programs
2. (2) When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances
3. (3) When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school or participation in academic or curricular activities
4. (4) When such conduct has the effect of creating an intimidating, hostile, or offensive work or learning environment.

Hazing means any conduct or method of initiation, even if consented to, 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.

(1) Such conduct includes, but is not limited to, 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

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affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

(2) Whoever knows that another person is the victim of hazing and is at the scene of such activity, must, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior is subject to discipline.

Tri-County Regional Vocational Technical High School Policy

It is the policy of the Tri-County Regional Vocational Technical School District to provide a learning atmosphere free from bullying, hazing, sexual harassment and intimidation. These terms are referenced herein as “harassment.” Such action may occur due to actual or perceived characteristics, including, but not limited to, race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics.

It is a violation of this policy for any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

This policy is not designed or intended to limit the school’s authority to take disciplinary action or to take remedial action when such harassment occurs out of school but has a connection to school, or is disruptive to an employee’s or student’s work or participation in school related activities.

Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyberbullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyberbullying will not be re-admitted to the regular school program until his or her parent(s) attend such a meeting.

It is the responsibility of every employee, student, and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

Any student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts will be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

The principal/designee is responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

Procedures for Reporting and Responding to Bullying and Retaliation

Who to contact

If any Tri-County student believes he/she is a victim of harassment, the student has the right to file a complaint with the school district, either orally or in writing to:

Michael Procaccini, Principal
Tri-County Regional Vocational Technical High School

147 Pond Street

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Franklin, MA 02038 or

Adele Sands, Director of Student Services
Tri-County Regional Vocational Technical High School Guidance Office

147 Pond Street Franklin, MA 02038

Continuing Education students should direct their concerns to:

Marc Koczvara, Director of Continuing Education Tri-County Regional Vocational Technical High School 147 Pond Street
Franklin, MA 02038

These individuals are also available to discuss any related concerns and to provide information about our policy on harassment and our complaint process.

Referrals of bullying may be reported from victims, friends of victims, parents, teachers, bus drivers, cafeteria workers, custodians, the principal, student services department, or the dean of students. Reporting may be done in person or over the phone. The person reporting the incident needs to fill out the Tri-County Incident Reporting Form. If the bullying/harassment is electronic, alleged victims are asked to save and bring in all electronic material to be reviewed. All reports will be reviewed to determine what further action needs to be taken.

Reporting Guidelines

Guidelines for dealing with any charge of harassment are as follows:

1. By law, harassment is defined by the victim's perception in combination with objective standards or expectations. What one person considers acceptable behavior, another person may view as harassment. Therefore, to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
2. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair. As a result no disciplinary action will be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.

3. Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, or intimidation must immediately report it to the principal/designee. The principal/designee will document any prohibited incident that is reported and confirmed, and report all incidents of discrimination, harassment, intimidation, bullying or cyber bullying and the resulting consequences, including discipline and referrals, to the superintendent's office as they occur.

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4. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. As a result, the school district will indemnify staff members from any cause of action arising out of a good faith report of harassment of the district's subsequent actions or inaction in connection thereto.
5. Tri-County RVTHS expects students, parents or guardians and others who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. If a student knowingly makes a false accusation of bullying or retaliation, he/she will be subject to disciplinary action including but not limited to suspension. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, and private ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.
6. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion.
7. Resolution: The principal/designee should investigate the charge through discussions with the individuals involved. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit. If the harasser and the victim are willing to discuss the matter, the principal/designee will hold a resolution meeting. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.
8. Retaliation: Retaliation in any form against any person who has made or filed a complaint relating to harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
9. The principal/designee determines when further disciplinary action must be taken and the following could occur:
 1. a) In instances involving student to student or student to staff member harassment, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
 2. b) In instances involving staff member to student harassment, findings will be reported to the superintendent for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
 3. c) In all cases a referral to law enforcement will be considered by the principal or superintendent based on circumstances. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

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Notice of Bullying or Retaliation to Parents and Guardians

If bullying has been reported, Tri-County RVTHS will utilize the following procedures to notify parents and guardians:

1. The principal/designee will promptly notify the parent of the alleged victim and the alleged perpetrator of a report of bullying or retaliation and of the school's procedures for investigating the report. If the alleged victim and alleged perpetrator attend different schools or school districts, the principal receiving the report will inform the principal of the other student's school, who will notify the student's parent of the report and procedures.
2. The principal/designee will inform the parent of a victim of bullying or retaliation of actions that school officials will take to prevent further acts of bullying or retaliation.
3. A principal/designee's notification to a parent about a report of bullying or retaliation must comply with confidentiality requirements of Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99.

Confidentiality is of the utmost importance when working with bullying victims. Regulation 603 CMR 49.07, states:

1. A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
2. A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent. The principal will communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
3. A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4) (e) and 34 CFR 99.31(a) (10) and 99.36.603 CMR 49.07(3). This is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

Each case will present different circumstances requiring an exercise of judgment as to the disclosure of information to or about a perpetrator or a target. The issue is not susceptible to a single approach.

Notice to Law Enforcement Agency

Upon receipt and review of a report of bullying or retaliation, the principal/designee will make a preliminary determination whether to notify the local law enforcement agency of the reported incident. The principal/designee will notify the law enforcement agency if he/she has a reasonable basis to believe that the incident may result in criminal charges against the alleged perpetrator. The principal/designee will, consistent with school policy and procedure, consult with the school resource officer and such other individuals the principal/designee deems appropriate in making such determination.

(a) If the principal/designee decides to notify the local law enforcement agency, the principal/designee will document the reasons for the decision and immediately contact the local law enforcement agency to discuss the incident and the law enforcement agency's involvement. Nothing in this section prevents the principal/designee from taking appropriate disciplinary or other action pursuant to school policy and state law.

(b) If the principal/designee decides not to notify the local law enforcement agency, or the local law enforcement agency determines that its involvement is not necessary under the circumstances, the principal/designee will respond to the incident of bullying or retaliation as provided in the bullying prevention and intervention plan. If the principal/designee subsequently determines facts that cause him or her to believe that the perpetrator's conduct may be criminal, the principal/designee will notify the local law enforcement agency.

The principal/designee will notify the local law enforcement agency of a report of bullying or retaliation consistent with 603 CMR 49.06(1) if bullying or retaliation occurs on school grounds and involves a former student under the age of 21.

Procedures for Creating Safety

Safety plans will be developed for the target and/or aggressor if the need arises. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Responses to promote safety may include, but not be limited to, pre-determining seating arrangements for this student in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the student; and altering the aggressor's schedule and access to this person. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

If both the dean of students and the principal make a determination to bring in the Franklin Police Department, they will follow the Notice to Law Enforcement Agency Policy outlined in this plan.

Harassment as Related to Students with Social Skills Deficits, Including Those on the Autism Spectrum

There are two primary areas to target:

1. Response to bullying and harassment
2. Avoidance of bullying and harassment

Response to bullying and harassment has been outlined in the previous section.

Avoidance of Harassment by Building Social Skills

Avoidance of bullying and harassment involves the building of social skills, which allow students to fit in more comfortably with their peers and therefore become less likely to be targets of bullying. Response to harassment involves knowing what steps to take when being harassed.

The school adjustment counselor/social worker will identify students with social skills deficits through information from the former school, parent input, and teacher input. For those students with IEP and/or 504 plans that indicate social skills deficits the team will expand the goal to address proficiencies needed to avoid and respond to bullying, harassment, or teasing.

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Various resources will be used to address building social skills, avoidance of harassment, and how to respond to bullying.

Access to Resources and Services

Tri-County RVTHS's school adjustment counselor/social worker offers services to all students. They may work with students individually or in small groups to address issues that primarily impact them in the school setting. They collaborate as needed with outside service providers, law enforcement, parents, and social services to address student and family needs and to provide referrals for families for outside services as appropriate. They identify students who require support around social skills and pragmatics in individual and small group settings and help to develop safety plans for students who have been the targets of bullying and to offer bullying prevention, education programs and intervention programs for targets and aggressors.

Guidance counselors assist students with their academic, vocational, and social concerns. When needed, guidance counselors assist in crisis interventions, safety planning, communication with parents and outside service agencies, and referral to community-based agencies for needed services for students and families. Guidance counselors also assist students with post-secondary school options, transitional services, academic course and shop selections. It is vitally important that a student have at least one specific person in school to whom he/she can turn for assistance. The student's guidance counselor serves in this capacity.

Whenever necessary, counselors work with teachers, administrators, parents and students to develop individual behavioral intervention plans and other supports to assist with student success.

For parents/families whose primary language of the home is not English, the school district provides translations of written documents and communications on the district's website. The district makes arrangements for a translator to be present at a school meeting to assist with translation for parents/guardians if needed.

Students with Disabilities

As required by M.G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Referral to Outside Services

At Tri-County RVTHS, referrals for students to outside services are determined on a case-by-case basis.

Academic and Non-Academic Activities

Tri-County RVTHS provides age-appropriate instruction in bullying prevention in each grade, which is incorporated into the school's curricula. Curricula is evidence-based and uses effective instruction including classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Tri-County's High Schools That Work (HSTW) Curriculum Committee has helped formulate bullying prevention curricula informed by current research, which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance

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- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

Initiatives also teach students about the student-related sections of the plan. At the start of each school year, the plan is reviewed with students during grade level assemblies.

Through our Positive Attitudes Toward Work Success (PAWS) Program, advisors and students review case studies designed to elicit discussion and allow for instruction on ways to recognize and handle bullying situations.

In addition to curriculum interventions and explicit classroom instruction, Tri-County RVTHS offers extracurricular clubs that raise awareness and educate students on the impact of bullying.

Extracurricular clubs include:

- Non-Traditional Vocational Support Program
- Diversity Club

At the beginning of the school year, all activity, sport, and club advisors read the Anti-Hazing law and sign a statement of acknowledgement with their members. Advisors use this opportunity to also discuss and review Tri-County RVTHS's policies on bullying prevention.

Collaboration With Families

Tri-County RVTHS engages and collaborates with student's families to increase the capacity of the school or district to prevent and respond to bullying. Parents, guardians and students have access to the Tri- County RVTHS Bullying Policy written in the student handbook. Parents and guardians are also notified in writing each year about the student-related sections of the plan, in the language(s) most prevalent among the parents or guardians. The plan is posted and updated each year on the school's website.

1. Parent education and resources. Tri-County RVTTHS offers education programs for parents and guardians that focus on the parental components of the anti-bullying curricula.
2. Notifications. Each year Tri-County RVTTHS informs parents or guardians of enrolled students about the antibullying curricula that are being used. This notice includes information about the dynamics of bullying, including cyberbullying and online safety. The plan and related information is posted on its website.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school, no person will 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, gender identity, religion, national origin, or sexual orientation. Nothing in the plan prevents the school 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.

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In addition, nothing in the plan is designed or intended to limit the authority of the school 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.

Compliance With the Requirements of Title IX and Chapter 622

Any student may report any action he/she deems harassment to any teacher, counselor, school nurse or any administrator. No student will suffer retaliation or intimidation as a result of using the internal complaint procedure.

Any student who believes that he/she is the victim of sexual harassment or any other form of harassment should make a complaint immediately to the director of student services, who is the coordinator of Title IX/Ch. 622.

State and Federal Remedies

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

In addition, any person who believes he/she is the victim of sexual or other form of harassment may file a formal complaint with either or both of government agencies set forth below. Using the school complaint process does not prohibit a student from filing a complaint with these agencies. Each agency has a brief window of time for filing a claim (EEOC-180 days; MCAD-6 months)

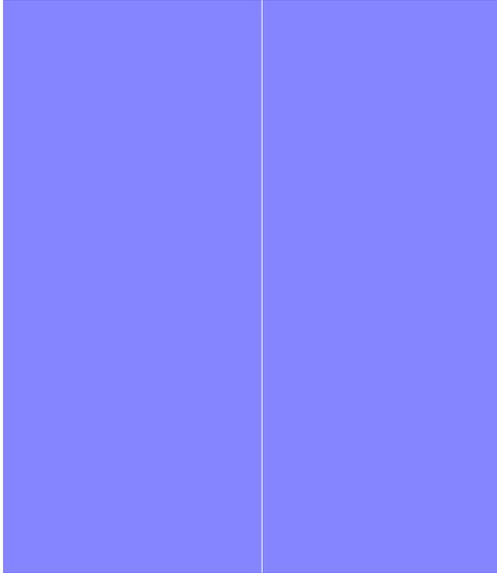
floor
Boston, MA 02114
617-565-3200

2. The Massachusetts Commission Against Discrimination (MCAD) **Boston Office:**

One Ashburton Place, Room 601 Boston, MA 02108 617-727-3990

Springfield Office:

424 Dwight Street, Room 220 Springfield, MA 413-739-2145



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PHYSICAL RESTRAINT POLICY

Tri-County RVTHS is required to have a physical restraint protocol according to 603 CMR 46.00, pursuant to Massachusetts General Laws.

Definitions

- Physical restraint is direct physical contact that prevents or significantly restricts a student's Freedom of movement
- A physical escort is touching or holding a student without the use of force for the purpose of directing the student.
- An extended restraint is a physical restraint the duration of which is more than twenty minutes.

Purpose

The purpose of the physical restraint protocol is to ensure that every student in Tri-County is free from the use of unreasonable physical restraint. Physical restraint will be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

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

Nothing in 603 CMR 46.00 or this school's protocol precludes any teacher or staff member of Tri-County RVTHS from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

Program

The physical restraint program may only be used when:

- Non-physical interventions have not been effective.
- The student's behavior poses a threat or imminent, serious, physical harm to self and/or others.

Physical restraint will not be used as a means of punishment or as a response to property destruction, disruption of school order, refusal to comply, or verbal threats. A person administering physical restraint will use the safest method available and will discontinue the restraint as soon as possible. The student's physical status will be monitored continuously and the restraint will be terminated immediately if the student demonstrates physical distress. Persons who administer physical restraint will review and consider any known medical or psychological limitations or behavior intervention plans for individual students. Following the release of a student from a physical restraint, the school staff will implement follow-up procedures, including notification to parents/guardians and completion of the Physical Restraint Reporting Form. In addition, this will include reviewing the incident with the student and with the staff who administered the restraint, and may include follow-up with faculty, staff and students who witnessed the incident.

Training Requirements

Within the first month of each school year, the superintendent-director, principal or his/her designee will provide all staff with policy and procedural information regarding physical restraint. Employees hired after the start of the school year will receive this information within a month of their employment. This presentation will address:

- The school's physical restraint policy.
- Interventions that may preclude the need for physical restraint, including de-escalation strategies.

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- Types of restraints and related safety considerations.
- Administering physical restraint in accordance with known medical or psychological limitations or behavior plans of individual students.
- Identification of staff who have received in-depth training in the use of physical restraint.

The principal will identify program faculty who are authorized to serve as school-wide resources to assist in ensuring proper physical restraint. Initially, these faculty members will participate in in-depth physical training of 16 hours in length. They will then have review sessions to reinforce practices and procedures annually. Whenever possible, these trained staff members will be called upon to administer necessary physical restraint.

Reporting and Follow-up Procedures

All instances of physical restraint will be reported. The staff member who administered the physical restraint will verbally inform the principal or his/her designee as soon as possible, and will submit a written report no later than the next school working day. The principal will maintain an ongoing record of all reported instances of physical restraint, which will be made available for review by the Department of Education, upon request.

The principal or his/her designee will verbally inform the student's parents or guardians of the restraint as soon as possible. A written report will be mailed and postmarked no later than three school working days following the incident.

When a physical restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (more than 20 minutes) has been administered, the school will provide a copy of the written report to the Department of Education within five days of the incident. A copy of the record of physical restraints maintained by the principal for the thirty-day period prior to the reported restraint will also be submitted.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the principal to discuss their concerns. If the parent's/guardian's issues are not resolved at this level, they may request a hearing with the superintendent-director.