

State Mandated Annual Trainings

Dartmouth Public Schools

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- Annual trainings on a number of regulations are mandated by the Massachusetts Department of Elementary and Secondary Education.
- ALL employees are required to participate.
- This training protects individuals and the district and ensures that all employees know their rights and responsibilities.

Learning Objectives

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Participants will gain an understanding of:

- ❑ Civil Rights/Sexual Harassment
- ❑ A.L.I.C.E. Protocols
- ❑ Section 504 Title II (ADA)
- ❑ Mandated Reporting – 51A
- ❑ Physical Restraint
- ❑ Title I
- ❑ Confidentiality / Student Records/Student Privacy
- ❑ McKinney-Vento Act
- ❑ Bullying Prevention
- ❑ Special Education
- ❑ Universal Precautions
- ❑ Epipens & Food Allergy Awareness
- ❑ Acceptable Use of Technologies and Digital Media

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CIVIL RIGHTS

What is non-discrimination?

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- The Dartmouth Public School District is committed to ensuring all programs and facilities are accessible to all.
- We actively seek to prevent discrimination or harassment on the basis of age, color, race, sex, gender identity, religion, national origin, sexual orientation disability, homelessness, genetic information, military status, pregnancy or pregnancy related condition.
- [Civil Rights in Massachusetts Public Schools](#)
- [DPS Non-discrimination Policy](#)

Federal Law: Title IX

Education Amendments of 1972 Regarding Harassment

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- Prohibits discrimination, exclusion from participation, and denial of benefits, based on gender, in educational programs and activities receiving federal financial assistance.
- Refer to the [Harassment Policy](#) for specifics regarding steps taken to investigate complaints.

Title IX: Understanding Sexual Harassment

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- Sexual harassment creates a hostile environment due to inappropriate speech, materials, or actions.
- Sexual harassment is a form of sex discrimination and includes unwelcome sexual advances, requests for sexual favors, or other conduct, physical or verbal, of a sexual nature.
- Sexual harassment interferes with school or work performance and creates an intimidating or offensive environment.

Tips for Addressing Harassment/Discrimination

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- Monitor the school climate.
- Foster respect and appreciation for diversity.
- Implement measures to address harassment immediately and effectively.
- Collaborate with law enforcement.
- Review response plans.
- Document and report all harassment incidents.

Reporting Requirements

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- At the school level:
Any employee or student who believes he/she has been the victim of harassment or discrimination should report it to the school principal, teacher or counselor.
- At the district level:
Reports should be made to the District Title IX Coordinators.
Mrs. Elizabeth Cabral-Townson, Pupil Support Service Administrator
James Kiely, Assistant Superintendent of Finance and Operations
508-997-3391
- Active investigations will result from the report as applicable, and may result in sanctions up to suspension or dismissal.
- If the conduct violates the law, the appropriate authorities will be notified.

A.L.I.C.E. Training

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Safety measures include security cameras, security guards, locked vestibules, an updated CEMP and annual safety training.

The middle and high schools have full time school resource officers. A third SRO has been added to rotate among the elementary schools.

We train annually in A.L.I.C.E protocols. A.L.I.C.E protocols include:

A: Alert – when you become aware of a threat.

L: Lockdown – if you can't evacuate, barricade entry points to your room.

I: Inform – Use plain language to broadcast the danger.

C: Counter – Create noise, movement, distance & distraction.

E: Evacuate – When safe to do so, run away from the danger zone.

[A.L.I.C.E. Protocol Video](#)

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SECTION 504

Federal Law: Section 504

- Requires that “No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”
- A disability is a mental or physical impairment that limits a person’s major life activity (self-care, walking, seeing, learning, breathing, speaking, working).
- Reasonable accommodations/modifications must be made to provide access to programs and/or facilities.
- No discrimination against a person with a disability will be permitted at Dartmouth Public Schools.
- Questions about eligibility and enforcement should be directed to the building-based 504 coordinator.

Key 504 Compliance: Staff Responsibility

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- Make programs and activities accessible to students within the Least Restrictive Environment, (LRE).
- Provide reasonable accommodations that:
 - support or provide service(s) to help a student fully access the general education curriculum or subject matter
 - do not change the content of what is being taught
 - Are not unduly burdensome for the teacher or district
 - provide a level playing field, not an unfair advantage
- Comply with and consistently implement accommodations in student's 504 plan.

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TITLE II AMERICANS WITH DISABILITIES ACT (ADA)

Federal Law: Title II Americans with Disabilities Act (ADA)

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- Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities.
- Prohibits discrimination against:
 - access to programs and facilities,
 - free, appropriate public education for elementary and secondary students, and employment.
- Applies to special education services, evaluations, and IEPs, as well as student discipline.
- Additional information can be found at:
<http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>

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SECTION 51A

Care and Protection of Children Under 18

MGL Chapter 119, Section 51A

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Reporting Requirements:

- ❑ Immediately consult with school counselor, school psychologist and/or the building principal for assistance if abuse or neglect is suspected.
- ❑ Mandated reporters must immediately make an oral report to the Department of Children and Families (DCF), followed by a written report.
- ❑ Should the principal or counselor advise against filing, the staff member retains the right to contact DCF directly.
- ❑ Reports for Dartmouth students are filed at the New Bedford DCF office.
- ❑ For additional information and Office Directory, please refer to the Mandated Reporter's Guide at <http://www.mass.gov/eohhs/docs/dcf/can-mandated-reporters-guide.pdf>.

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PHYSICAL RESTRAINT

Physical Restraint Guidelines

Crisis Prevention and Intervention (CPI)

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603 CMR 46.00

- “The purpose of the physical restraint regulations is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint.”
- “Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.”
- At the beginning of each school year, the principal or his/her designee shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint.
- Follow the protocol to be utilized during a crisis situation.

Determining When Physical Restraint May Not Be Used

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Physical restraint is prohibited in the following circumstances as a:

- means of punishment
- response to property destruction
- result of disruption of school order
- result of student's refusal to comply with a school rule or staff directive

**Verbal threats do not constitute a threat of imminent, serious, physical harm.*

- Find the restraint regulations at <http://www.doe.mass.edu/lawsregs/603cmr46.html?section=02>

Proper Administration of Physical Restraining

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- Only trained personnel should administer physical restraint.
- Whenever possible, staff trained in restraint should have a witness who does not participate in the hold.
- Use only the amount of force necessary to protect the student or others from physical injury.
- Use the safest method available and appropriate to the situation.
- The hold should end as soon as possible. Over twenty (20) minutes is considered an extended restraint.
- A student's color and respiration during a hold must be monitored. If there is any change in student's pallor, respiration, speech or other signs of physiological distress, the hold must be released immediately.
- Physical holding should be implemented to prevent or minimize physical harm.
“Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.”

Document the Incident

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- When to Report: Report all restraints.
- Notify School Administration: Notify school administration of any physical restraint as soon as possible, and provide written report by the next school working day.
- Notify Parents: The principal or director of the program must notify the parent verbally as soon as possible, and by written report within three school working days.

Follow-up Procedures

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- Review the incident with student to address behavior.
- Those staff members involved in the situation must debrief with an administrator regarding the situation.
- Consider follow-up that may be necessary with students who may have witnessed the restraint.
- Review to see if established procedures were followed.
- Look for patterns in responding.
- Discuss difficulties and develop strategies to address these difficulties.
- Get consensus on any recommendations -- consistency is necessary for any procedure to work effectively.

Reporting

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- Regulation [603 CMR 46.06](#)
- All restraints require principal notification (permission must be granted by the Principal for an extended restraint – longer than 20 minutes).
- All exclusionary time-outs require principal notification (permission must be granted for an exclusionary time-out lasting longer than 30 minutes).
- Principals are required to maintain a log for both restraints and exclusionary time-outs.
- Any time there is an injury it must be reported to the building administrator.
- Reports must be made within three school working days of restraint. A log for the 30 day period prior to restraint must be included.
- The DESE may determine additional required action.

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TITLE I

Title I

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“Supplement vs. Supplant”

- Title I funds must be used only to supplement, and in no case supplant, the level of funds that would, in the absence of Title I, be available from non-federal sources for Title I students.
- A district may not use Title I funds to provide services that the district is required to make available under federal, state or local law.

*School Districts must target the Title I funds they receive to public schools with the highest percentages of children from low-income families.

- Multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards.
- Refer Title I questions to the Director of Teaching and Learning Catherine Pavao (508-997-3391).

Title I Laws & Guidance: <https://www.doe.mass.edu/federalgrants/titlei-a/default.html>

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CONFIDENTIALITY OF STUDENT RECORDS/ STUDENT PRIVACY

The Family Educational Rights and Privacy Act of 1974 (FERPA)

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FERPA protects the privacy of student education records and gives parents certain rights with respect to those records.

Parents have the right:

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

Parents/students may also have school records inspected by a third party.

- ▢ A third party must have prior written consent from a parent authorizing a release of records.

A Non-Custodial parent is eligible to obtain access to the student record unless:

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

Additional information can be found at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Confidentiality of Student Records & Students' Privacy

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- All student records maintained in the school must be private and secure. Computerized systems should be electronically secure.
- COPPA – Children’s Online Privacy & Protection Act [FAQ](#)
 - Governs the collection, use, and disclosure of personal information collected from children under age 13
 - Does not allow tracking of information through online software and websites
- School personnel should be informed of the provisions of:
 - [603 CMR 23.00](#) and [M.G.L. c. 71, § 34H](#).
- Authorized school personnel:
 - school administrators,
 - teachers,
 - counselors,
 - other professional working directly with a students in an administrative, teaching, counseling or diagnostic capacity,
 - administrative office staff and clerical personnel, and
 - evaluation teams.

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MCKINNEY- VENTO ACT

HOMELESS ASSISTANCE

Definition

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The Massachusetts Department of Elementary and Secondary Education has adopted Section 725(2) of Act regarding the definition of homeless children and youth:

- individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and

Rights

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- Attend school and participate in school programs.
- Enroll in school without giving a permanent address. School cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services, if needed as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

**Notify your building principal if you become aware of a student living in temporary residence.*

To learn more about the McKinney-Vento Act, visit the Department of Elementary and Secondary Education website at:
<http://www.doe.mass.edu/sfs/mv/>

District Homeless Liaison – Director of Teaching and Learning Secondary (Ross Thibault), 1-508-997-3391 x1109

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BULLY AND CYBERBULLYING

The Dartmouth Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

Bullying and Cyberbullying Law

M.G.L. c. 70 Sect. 370

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- Dartmouth Public Schools will promptly investigate all reports and complaints of bullying and cyberbullying.
- We will take prompt, effective action to end that behavior and prevent its reoccurrence.
- Action will include, where appropriate, referral to a law enforcement agency.
- Dartmouth Public Schools will support this commitment in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

An Act Relative to Bullying in Schools

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“Bullying” as defined in M.G.L. c.71, s.370, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target.

Definition (continued)

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Bullying:

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

Definition (continued)

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Cyberbullying

- as defined in M.G.L. c.71, s.370 is bullying through the use of technology or any electronic communication; which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

May include...

- the creation of a web page or blog in which the creator assumes the identity of another person,
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is inclusive of any of the characteristics of bullying, and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions in the definition of bullying.

Bullying Prevention

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- ❑ A member of a school staff shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the building principal.
- ❑ Reports of bullying should be kept completely confidential, consistent with necessary investigation procedures and legal restraints on the dissemination of information about students with the goal of protecting the victim and stopping the behavior.
- ❑ Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.
- ❑ Dartmouth Public Schools has developed a Bullying Intervention and Prevention Plan as required by state law which can be found on the Dartmouth Public Schools' website ([Bullying Prevention Policy](#)).

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SPECIAL EDUCATION

The Referral Process

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- The school must document regular education interventions prior to a referral.
 - Parents who initially have concerns about their child should meet with the principal and school-based staff to discuss their concerns and develop interventions for the classroom when possible.
- Parent requests for an evaluation must be in writing.
- The district is required to follow through on referrals for students who live in Dartmouth but attend a private school.

Evaluations

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- Initial Evaluations must be made in all areas of the suspected disability.
- Re-evaluations are conducted at least every three years, but not more than once per year.
- Evaluations are required in order to determine that a student is not eligible, except for graduation with a regular diploma or aging out (at 22).
- State regulations include required and optional assessments for initials and re-evals.

The Team Process

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- **Review of Team members:**

- ☐ the student's parent(s)/guardian(s)
- ☐ at least one regular education teacher familiar with the student;
- ☐ at least one special education teacher familiar with the student;
- ☐ a representative of the district who has the authority to commit resources;
- ☐ an individual who can interpret evaluation results;
- ☐ other individual(s) who have knowledge or expertise regarding the student;
- ☐ if appropriate, the child.

- **Function of the Team:**

- ☐ Eligibility Determination
- ☐ Development of an IEP (when applicable)
- ☐ Placement Decisions

- **Parents are critical members of the Team, and Team members should check in with parents throughout the meeting.**
- **Teams should keep a whole child perspective.**

Development of the IEP

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- Team should plan to use the students' strengths in developing an education plan.
- Measurable annual goals should show a step-by-step increase in a student's learning outcomes.
- The general curriculum must be addressed in all student's IEPs; all students must have access to show progress in the general curriculum.
- The Review Team meeting should have a printed agenda to facilitate effective communication and help the Team reach consensus.

Transition Planning

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- Beginning at age 14, State regulations require a student's IEP to include a statement of the transition service needs of the child.
- The Team determines transition activities. State regulations require that the District invite the student if one of the purposes of the meeting is to discuss transition services.
- As a student approaches graduation, the Team must consider the need for a 688 referral ("Turning 22 Law").

Monitoring Progress

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- **Effective Progress:**

Has the student..

- made documented growth, with or without accommodations, in knowledge and skills acquisition (including social/emotional) with regard to state and district curriculum?
 - made growth according to chronological age, developmental expectations, and his or her individual educational potential?
-
- **Progress Reports must be sent to a student's parents or guardians at least as often as parents are informed of non-disabled children's progress.**
-
- **Parent/Advocate Visitation Guidelines**
 - Observation request must be approved by the building principal who will notify the Pupil Personnel Administrator (Special Education) and set parameters.
 - Observations are conducted at mutually convenient time.
 - A designated staff member must accompany the visitor.

Discipline

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- If necessary, Functional Behavioral assessments should be incorporated into the process of IEP development for students with significant behavioral difficulties.
- If a student with an IEP has been suspended for more than 10 days throughout a school year, a Manifestation Determination is required.
- A school may remove a student to an appropriate interim alternative educational setting for not more than 45 days if:
 - the student carries a weapon.
 - the student possesses or sells illegal drugs/controlled substance.
 - the students inflicts serious bodily injury upon another person on the school premises or at a school function.

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UNIVERSAL PRECAUTIONS

Bloodborne Pathogens

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Risk of Exposure

- Not every staff member will be occupationally exposed to body fluids.
- Whether or not you are at a high risk of exposure, you still need to know what to do to minimize your risk of infection.

Transmission

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- Pathogens can enter your body through:
Open cuts - Skin abrasions - Acne
Dermatitis - Mucous membranes
- Accidental injury with contaminated object:
Broken glass - Sharp metal
Knives - Needles



Bloodborne Diseases

- HBV- Hepatitis B virus
 - Causes damage to liver
- Hepatitis C
 - Leading cause of liver transplants

The Key to Protection

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- Your best protection is not to have any contact with another person's blood or body fluids.
- Universal Precautions Kits (*Gloves, Dressing, Antibacterial Pad*)
First line of Protection – Cover all cuts, dry skin – replace any damp Band-Aids
Replace gloves as soon as possible if they are ripped or punctured.
 - Dispose of used gloves carefully and safely.
- If a student is bleeding, instruct student to cover the source and apply pressure as needed – get the school nurse.
- If you assist – you need gloves and be certain to call for help.

Be Safe and Successful

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- Use Barrier Precautions.
- Healthy, intact skin is your first line of defense from exposure to blood and body fluids.
- Treat all blood, fresh or dried as if it is contaminated
- If blood or body fluids get in your eyes, wash immediately – rinse eyes for 10 minutes.
- Report the incident to the school nurse.

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EPIPEN AND FOOD ALLERGY AWARENESS

Allergy Awareness

Skin Contact

Poison Plants



Animal
Scratches



Pollen

Latex

Injection

Bee Stings



Ingestion

Medication



Nuts, eggs,
milk &
shellfish



Inhalation

Pollen



Dust

Mold &
Mildew

Animal
Dander



Signs of Anaphylaxis

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- Itchiness/tightness of throat, tongue, mouth
- Difficulty swallowing
- High-pitched breathing
- Shortness of breath
- Coughing & wheezing
- Chest tightness
- Feeling faint & dizzy
- Chest pain
- Flushed skin
- Hives
- Redness, swelling, itchiness of eyes
- Nausea & vomiting



Recognize Anaphylactic Reactions

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- Be aware of the students in your classroom that have life threatening allergies.
- Be aware of what the student is allergic to (nuts, latex, bee stings, foods).
- Recognize the signs and symptoms of an Anaphylactic Reaction. Learn to use an EpiPen®. Ask your school nurse for training.
- **RESPOND** to those symptoms.

Emergency Action Plan

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TAKE ALL REACTIONS SERIOUSLY

- ❑ Contact the School Nurse immediately.
- ❑ Identify the student to the School Nurse.
- ❑ Ask the student if they have their EpiPen® on their person.
- ❑ Administer an EpiPen if you recognize a student's reaction as anaphylactic or call a trained school staff member immediately to assist with the administration of an EpiPen
- ❑ Call 911
- ❑ Monitor student's breathing and circulation - CPR if needed
- ❑ Notify Parent/Guardian
- ❑ *DO NOT* send a student who you suspect of having an anaphylactic reaction to the Health Office. The School Nurse will come to your classroom.
- ❑ The "Good Samaritan Law" protects all individuals who administer an EpiPen from liability.
- ❑ Please see your school nurse for EpiPen administration training and/or review in your individual buildings.
- ❑ Training involves reviewing of updated information, demonstration of EpiPen administration, and an understanding of allergic and anaphylactic reactions and how to react to those situations.

Steps to giving an EpiPen

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- Click here: [EpiPen Video and Demonstration](#)
- Remove blue safety cap
- Firmly press orange end into large thigh muscle
- Hold for 10 seconds
- Remove EpiPen
- Massage area for 10 sec
- Call 911



3 R's for Handling a Reaction

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- **RECOGNIZE** the Signs & Symptoms - *Life threatening or not?*
- **REACT** quickly – *Contact the school nurse to activate the student's Emergency Care Plan.*
- **REVIEW** what caused the reaction and did the plan work? Evaluate the plan. Any lessons learned? Any changes to the plan required?

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ACCEPTABLE USE OF TECHNOLOGIES AND DIGITAL MEDIA

Acceptable Use Policy

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The Acceptable Use Policy (AUP) is a policy for the Dartmouth Public School's Staff use of electronic devices and services, such as computers, internet and email, and the use of those resources within the Dartmouth Public Schools.

The full [Acceptable Use Policy](#) can be found at this link to our website.

Access to the System

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- Teacher accounts will have more access and privileges than student or generic accounts.
- Teachers may be able to view non-educational sites if needed for their curriculum.
- The District system shall only be used by the teacher for educational purposes.
- The teacher may not give access to his/her account to a student unless authorized by the school principal or District administration for a specific educational purpose.
- The term “educational purpose” includes use of the system for classroom activities, professional or career development, and limited high quality self-discovery activities.
- Users may not access the system for commercial purposes, defined as offering or providing goods or services. Users may not access the system for political lobbying.
- Existing copyright law will govern the use of material accessed through the system.
- Users will comply with CIPA ([Children Information Protection Act](#)).

District Web Site Usage and Posting

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- The following standards will govern the posting of all District sponsored web pages.
 - All web pages shall be free of spelling and grammatical errors.
 - Documents may not contain objectionable material or link directly to objectionable material.
 - Staff work may be published only as it relates to a class project, course, or other school-related activity.
 - All subject matter on web pages shall relate to the district or the schools within the District. Therefore, neither staff nor students may publish personal web pages as part of the District web sites, or web pages for other individuals or organizations not directly affiliated with the District.
 - Adherence to copyright laws is required.
 - Regarding the question of quality or propriety of web page material, appearance, or content, the judgment of the Technology Administrator, building or District Administrators shall control.
 - All web page data on the District server is the property of the Dartmouth Public Schools.
 - Web pages may include only the first name of any student. Full student names will be allowed only with parental and Building Administrator permission.
 - Documents may not include any student personal information.
 - Parental permission must be secured prior to publishing pictures or videos of students under age 18.

Signature of Completion

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Thank you for your time.

**Please be certain to log your review of these mandates
so a record of completion is stored electronically.*