

Pembroke Public Schools Annual Mandated Training



UPDATED OCTOBER 2025

Why do we provide training?

- Annual training is mandated by DESE
- All employees are required to participate
- This training protects individuals and the district; and ensures that all employees know their rights and responsibilities as well as state and federal laws and regulations



Pembroke Public Schools does not exclude from participation, deny the benefits of Pembroke Public Schools from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this Procedure is unlawful and will not be tolerated by the Pembroke Public Schools.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements.

Federal Civil Rights Laws and Regulations

Title VI: Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation or denial of benefits based on race, color or national origin

Title VII: Title VII of the Civil Rights Act of 1964: Prohibits discrimination in employment based on race, color, religion, sex, and national origin

Title II-Americans with Disabilities Act: Prohibits discrimination against those with disabilities regarding access to programs and facilities, a free appropriate public education for elementary and secondary students, and prohibits employment discrimination

Title IX: Prohibits sexual harassment

Discrimination and Harassment

Discrimination refers to the unfair or unequal treatment of an individual based on their actual or perceived race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin. This includes actions that exclude individuals from participation in, deny them the benefits of, or otherwise subject them to unequal treatment under any program or activity of the school district.

Harassment is defined as unwelcome conduct based on a person's race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin that is so severe, persistent, or pervasive that it creates or contributes to a hostile environment in the school setting. Harassment can take many forms, including but not limited to: name-calling, slurs, derogatory jokes, threats, inappropriate comments or innuendo, written messages, offensive images or symbols, gestures, or other behavior that causes harm or discomfort. A hostile environment exists when such conduct unreasonably interferes with an individual's ability to participate in or benefit from the programs, services, or activities of the District, or otherwise subjects them to discrimination.

Title IX

- **Prohibits sexual discrimination and harassment**
 - **Unwelcome sexual conduct (verbal, written or physical), advances, requests for sexual favors, or other conduct of a sexual nature that occurs in school and creates an intimidating, hostile environment and/or denies a person equal access to one's education program or activity constitutes sexual harassment.**
- **In the employment context, sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment under Title IX (and under Title VII) and Massachusetts law when such conduct is either explicitly or implicitly a term or condition of an individual's advancement, submission to or rejection of such conduct by an individual is used as a the basis for employment decisions, such conduct interferes with an individual's job duties or the conduct creates an intimidating, hostile or offensive work environment.**

Massachusetts Law as it Relates to Sexual Discrimination

Under M.G.L. c. 76, §5 and DESE's Safe and Supportive Schools Guidelines:

- **Prohibits discrimination on the basis of sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, marital status, familial status, pregnancy or pregnancy-related conditions and prohibits sex discrimination in any education program or activity that it operates including in admission and employment.**

Complaint Process

Staff members interested in filing a complaint (the complainant) should contact their building principal, Jessica DeLorenzo (Director of Student Services and Civil Rights Coordinator), or Natalie Vandermolen (Human Resources Manager).

Upon receiving a complaint, District's Grievance Procedures for a Civil Rights or Title IX investigation will be followed.

The District may remove a respondent (those accused of such violation) from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of harassment or discrimination.

The District may place an employee respondent on administrative leave from employment responsibilities during the pendency of the District's grievance procedures.

CIVIL RIGHTS COORDINATOR INFORMATION

Retaliation

Retaliation is any form of intimidation, threat, coercion, or adverse action taken against an individual because they reported or filed a complaint of discrimination or harassment, or because they participated in an investigation or proceeding related to such a complaint is strictly prohibited. Any employee who engages in retaliation may be subject to disciplinary action.

Section 504 of the Rehabilitation Act

Prohibits discrimination and/or exclusion from participation and denial of benefits based on disability

An individual with a disability under Section 504 is anyone with a mental or physical impairment that substantially limits one or more of these major life activities: self-care, walking, seeing, learning, breathing, speaking, working.

Reasonable accommodations must be made to provide access to programs and/or facilities when someone's disability substantially limits their life functioning. These accommodations are outlined in a 504 Plan, which is a legally binding document. 504 Plans must be implemented by teaching staff. Any refusal of implementation is considered a violation of a student's civil rights.

The district's 504 Coordinator is Jessica DeLorenzo, Director of Student Services.

IDEA- Individuals w/Disabilities Education Act



This federal law ensures students with a disability are provided with a Free Appropriate Public Education (FAPE) that is tailored to a student's individual needs.

This law governs special education and related services programming for students on an Individualized Education Program (IEP).

IEPs are legally binding documents and must be implemented accordingly.

The district's Director of Special Education (Director of Student Services) is Jessica DeLorenzo.

Anti-Bullying Law

This law prohibits bullying by students or staff at school and school facilities, school sponsored events and functions, on buses and at bus stops, through the use of technology or electronic devices licensed by the school, and at non-school-related locations and through personal technology devices if the bullying affects the school environment.

Bullying, the repeated use by one or more students or staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

Upon receipt of any report of bullying, the building principal or designee shall promptly conduct and investigation and follow the process outlined in the District's plan.

Bullying Prevention and Intervention Plan

Cyberbullying

- Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets
- Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
- It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- Rapid spread, 24/7, digital evidence, anonymity
- Importance of Internet safety: digital citizenship, pause before posting, report incidents, family collaboration

Strategies to Prevent Bullying

- **Clear behavioral expectations**
- **Social-emotional learning integration**
- **Inclusive practices and empathy modeling**
- **Positive behavior reinforcement**
- **Supervision in high-risk areas**
- **Trusted adult connections**

Understanding Complex Interaction and Power Differentials

- **Bullying involves power imbalances**
- **Sources: physical, social, group size, popularity, information access**
- **Witnesses can reinforce or stop bullying**
- **Encourage upstander behavior**

Students At Higher Risk

- **Students with disabilities**
- **LGBTQ+ youth**
- **English learners**
- **Marginalized racial/cultural groups**
- **Trauma or isolation**

Responding to Incidents

- **Ensure safety first (Intervene if safe and separate individuals or call for admin)**
- **Approach without anger or judgment and model composed behavior**
- **State expected behavior and school rules**
- **Listen and validate and guide problem solving**
- **Support the target, witnesses and bystanders and encourage positive action**
- **Report to administration**
- **Document facts**

Reflection and Action

- **Reflect on personal role in prevention**
- **Help strengthen student relationships**
- **Model respect and inclusivity**
- **Know the district Bullying Prevention and Intervention Plan**
- **Be cognizant of students' access to technology in your classroom**

Prevention of Physical Restraint Regulations

Physical Restraint Regulations are in place to reduce the use of restraints in public schools due to risks associated with injuries and emotional toll that restraints have on children as well as on staff (prevention). The use of physical restraint shall be considered an “emergency procedure of last resort”

Emphasis on identifying and using behavior support alternatives and de-escalation strategies; Emphasis on the emergency circumstances surrounding the use of restraint.

Regulations prohibit the use of restraint in a student’s IEP or behavior plan; must have school wide behavior support plan and behavior support team that includes a plan for managing all students’ behavior including de-escalation strategies and positive behavior supports and physical restraint as a last resort.

Prevention of Physical Restraint Policies and Procedures

Prevention of Physical Restraint Regulations

Ensures administration of physical restraint is only done by trained personnel. Building Based Behavioral Support Team will consist of staff that will have additional specific training (those allowed to implement physical restraint; training in Sept-PMT)

*****CALL FRONT OFFICE OR USE WALKIE TALKIE TO ALERT THE NEED FOR THE BEHAVIORAL SUPPORT TEAM AND STATE LOCATION OF STUDENT***

*****Behavioral Support Team (admin, mental health staff, nurse, trained PMT staff dependent on location of student)***

Ensures use of minimum amount of force necessary in the safest manner possible

Ensures a non-participating adult witness when possible

Ensures a nurse is present to assess student

Any restraint requires documentation

PMT Trained Staff

<u>HOBOMOCK</u>	<u>NPES</u>	<u>Bryantville</u>	<u>PCMS</u>	<u>PHS</u>	<u>District</u>
Amanda Mazzola	Amanda Cook	Brenda Mannix	Ann Marie Thompson	Anthony Fulmine	Jessica DeLorenzo
Andrea DePaul	Caitlin Martin	Danielle Nichols	Bonnie Baldwin	Cheri Fox	Sarah Roberts
Ashley Cross	Christy Hrivnak	Ilene Riley	Cameron Hogg	David Rix	Kerri Cantinno
Cori Small	Deb Health	Jennifer Simmor	Cheryl Larson	Holly Gerety	
Dawn Duchini	Erica Pearson	Traci Costa	Daniel O'Neil	James Rooney	
Jackie Rogers	Erin Grealis	Matthew Parlee	Donna McGarrigle	Kristen Kelley	
Jeanine Hall	Karen Murphy	Stephanie Slekie	Erica Swift	Marc Talbot	
Jennifer LaPlante	Leona Beard	Nate Corwin	Victoria Dodd	Mary Lafond	
Julie Watts	Margaret Leach	Tracey DelPozzo	Moira Leon	Michelle Martino	
Justina Thoma	Michele Sullivan	Jason Nali	Valerie Phillips	Rachel McGowan	
Kerri Connell	Trica Kulik		Michelle Alfano	Samantha Knisley	
Linsey Wright	Valerie Charpentier		Courtney Keller	Tessa Overstreet	
Mary Rhodes	Erin Gerlach		Kiely McDonough	Meghan Collum	
Melissa Stefanoski	Nicole Costanzo		Katie Archibald		
Mike Lisi	Michael Murphy				
Nicole Thierault					
Shawn McMahon					
Sue Murphy					
Tammy MacDonald					
Haley March					
Kristen Sciulli					
Catherine Daniels					

Prevention of Physical Restraint Regulations

May not be used as punishment/discipline; in response to property destruction, disruption of school order, refusal to comply with rules/directions; or verbal threats unless harm standard is also met

Must consider student's medical or psychological limitations and trauma:

- asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disability, risk of vomiting
- knowing a student's background (i.e. trauma)

May not be used as a standard response to a student (must follow Student's Behavior Intervention Plan as a regular means of addressing behavior)

Right to use reasonable force to protect oneself, a student, or others from assault or imminent, serious, physical harm

Right of law enforcement/school security/judicial authorities to exercise responsibilities such as detaining student alleged to have committed a crime or posing a security risk

Role of Student, Family and Staff In Prevention

- **Students: Learn and practice self-regulation skills**
- **Families: Collaborate and communicate about behavior supports**
- **Staff: Implement strategies to prevent escalation and use interventions proactively**

Importance of Prevention

Prevention includes using positive steps taken before a behavioral crisis occurs.

- Interrupting

Interrupting is the first thing to do when trying to break a chain of behaviors, distracting the individual to another topic or something in the environment.

- Ignoring

Ignoring is used during the early stages of negative behavior in which the behavior is not visibly responded to, in order to avoid inadvertently reinforcing it. It does not mean that early danger signs are truly ignored and does not mean that dangerous behaviors are ever ignored.

- Redirecting

Redirecting is used to manage a potentially dangerous behavior by deflecting or redirecting the behavior, and then reinforcing a more appropriate behavior by rewarding the individual for displaying the more appropriate behavior, providing a break or using verbal prompting/reminders.

Types of Permitted Restraints (Used by PMT Trained Staff Only)

*A Physical Prompt or Assist is used when the upset person is moving forward but with little resistance. Staff has hands on the individual, but individual is not displaying assaultive behavior or significantly resisting. Intention of this assist is to move the individual from one place to another and to release him/her upon arrival at desired location.

*A Physical Escort is a temporary touch or holding, without the use of force, of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is agitated or upset to walk to a safe location.

*Passive Protective Holds are used by one or two staff to facilitate a short term emergency physical intervention. The individual is potentially causing harm to self/others or is engaged in major property destruction that could potentially lead to harm to self or others.

*Transports are used to move an upset individual from one area to another area. This is used when the individual is not cooperating and may be aggressive/assaultive. Individual must have their feet on the floor. Purpose of a transport is to move the individual from danger to safety, not from danger to destination.

* Immobilization Holds prevent the individual from moving freely and involve immobilizing head, arms and legs.

Types of Prohibited Restraints

The regulations prohibit certain types of restraints:

- **Mechanical Restraint:** The use of any physical device or equipment to restrict a student's freedom of movement, except for devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional for specific and approved purposes.
- **Medication Restraint:** The administration of medication for the purpose of temporarily controlling behavior.
- **Seclusion:** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

The regulations also prohibit the use of prone restraint (where a student is placed face down on the floor or another surface) except under very specific circumstances.

Time Outs

- Time outs are defined as a behavioral support strategy in which a student is temporarily separated from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming
- Time outs must occur in an unlocked setting from which the student is permitted to leave
- Any room or area used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by DESE in guidance
- Staff must be with student at all times (no leaving student in hallway/conference room alone for purpose of calming)
- Must terminate as soon as student has calmed
- Students may not be secluded. A student may not be left alone in a room/hallway until they calm down without a staff member present.
- Staff must obtain principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation

Reporting

- **Staff must verbally report physical restraint to principal**
- **Parents must receive a verbal report immediately and written report within 3 school days of restraint (email okay)**
- **Principals must review reports on a weekly basis and monthly review school wide restraint data**
- **Reports regarding any injury must be sent to DESE within 3 school days of incident**
- **Reports regarding any injury should be reported the school nurse and forms are filed by the nurse to central office**
- **Copy of Restraint form should be sent to the Director of Student Services**

FERPA and Records



The Family Educational Rights and Privacy Act-FERPA is a federal law that protects the privacy of students' educational records.

In Massachusetts, the Family Educational Rights and Privacy Act (FERPA) and state regulations (603 CMR 23.00) grant students and parents specific rights regarding access to educational records. These rights are extended to students upon reaching 14 years of age or upon entering the 9th grade, whichever occurs first.

Schools must have written permission from the parent or eligible student in order to release any information from a student's education record.

Student records requests include access and/or copying and may be requested by guardians/parents and any eligible student. This includes access to cumulative information and special education records. This may also include access to emails pertaining to the student.

Public record requests include inspection and/or furnishing of any public records including books, papers, maps, photographs, recorded tapes, financial statements, statistical tabulations, or other documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee of any agency. This may also include the furnishing of emails.

Any requests for records should be directed to the building principal.

FERPA Best Practices

Common FERPA Violations

- ⊘ Discussing student info in public areas
- ⊘ Leaving student records exposed on desks or copiers
- ⊘ Sending emails with multiple students' info (contact info, student participation) without using Bcc
- ⊘ Giving info to unauthorized persons, even if well-intentioned, this includes outside therapists, counselors, doctors, evaluators, or agencies without written parental (or eligible student) consent

Best Practices for Staff

- Keep student records secure and shred outdated student records that have been previously filed as a permanent record
- Do not discuss student grades, behaviors, or disabilities in public areas (hallways, staff lounges, school events)
- Avoid using student names with grades or scores when posting results (e.g., use student ID or random codes)
- Never speak about one student with another student or parent
- Use district-approved platforms to share information, grades or IEP related information
- Ask questions if you're unsure—when in doubt, don't give out

Safe and Supportive Schools

- **The responsibility for determining a student's gender identity rests with the student, or in the case of a young student not yet able to advocate for him/herself, with the parent/caregiver**
- **A school should accept a student's assertion of his or her gender when there is consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity**
- **Decisions regarding whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual**
- **There is no threshold or health diagnosis required for a student to begin gender transition in school**
- **Best course of action is engage student in conversations (pronoun change; name change; school records-SIMS) and develop a plan**

Questions?



Additional information related to these topics is available:

- **PPS Policy Manual**
- **Student Handbooks**
- **Student Services**
- **MA Department of Elementary and Secondary Education (DESE)**
- **Office for Civil Rights**
- **U.S. Department of Education**