



**Pembroke Public Schools**

# **Bullying Prevention and Intervention Plan**

**October 2022  
Pembroke Public Schools  
Bullying Prevention and Intervention Plan**

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### STATEMENT OF PURPOSE

The Pembroke Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education's Model Plan for dealing with bullying behaviors in our schools. The plan supports and aligns with the Pembroke Public Schools Core Beliefs:

### OUR CORE BELIEFS

We believe:

- In creating and maintaining safe and inviting schools;
  - All children can learn and may demonstrate learning in different ways;
  - Every student should contribute to our democratic society and the global community;
  - In making decisions and acting in the best interest of students;
  - Every member of the school community should be valued and respected;
  - In a school community that is ethical, civil and respectful of individual differences;
- In strong civic, business and community partnerships that support student achievement.

The Pembroke Public Schools Bullying Prevention and Intervention Plan includes strategies for identifying, reporting and responding to bullying behaviors.

Please note the use of the words “**target**” instead of “victim” and “**aggressor**” instead of “perpetrator” are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

## **I. PROHIBITION AGAINST BULLYING AND RETALIATION**

The Pembroke Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Pembroke Public Schools recognizes certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics. The Pembroke Schools will provide specific supports identified in this document to support vulnerable students and provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. The Pembroke Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

## II. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

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

**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 a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

**Cyber bullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

**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, and athletic coaches, advisors to

extracurricular activities, support staff, or paraprofessionals. **Target** is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

### **III. LEADERSHIP**

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting positive school climate that is safe for all student learners.

#### **A. Public involvement in developing the Plan:**

As required by M.G.L. c. 71, § 37O, the Pembroke Public Schools Bullying Prevention and Intervention Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

#### **B. Assessing needs and resources:**

The Pembroke Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.

This "mapping" process will assist our schools and district in identifying resource gaps and the most significant areas of need. Based on these findings, our schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

During the 2010-2011 school year, and every two years going forward, our schools will utilize various data collection tools to include surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age appropriate curricula,

and in-school support services. Surveys may be completed anonymously and will be forwarded to DESE as required.

### **C. Planning and oversight:**

The Pembroke Public Schools Bullying Prevention and Intervention Plan has identified that the school principal or, in the absence of the principal, the assistant principal, as the individual who is responsible for receiving all reports on bullying. The building principal or assistant principal is responsible for collecting and analyzing building data on bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Pembroke Public Schools Curriculum Council, in conjunction with Personnel/Human Resource administrators, as well as building principals are responsible for planning for the ongoing professional development that is required by the law. The building principal or his/her designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of bullying and cyber bullying. Each building principal or his/her designee is responsible for implementing the Pembroke Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and/or updating these materials each year, or more frequently if necessary. The Superintendent or her/his designee is responsible for developing new or revising current policies and protocols under the Pembroke Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committee is responsible for the approval of any new policy.

### **D. The Pembroke Public Schools Bullying Prevention and Intervention Plan Priority Statement:**

The Pembroke Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying, and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

## **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

The Pembroke Public Schools ongoing professional development plan reflects the requirements under M.G.L. c. 71, § 37O and provides ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

### **A. Annual staff training on the Plan:**

Annual training for all school staff on the Pembroke Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the principal or assistant principal will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Each staff member hired after the start of the school year is required to participate in school based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Each school shall have one staff member certified to provide bullying prevention and intervention professional development to all building staff.

### **B. Ongoing professional development:**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;



- information on the incidence and nature of cyber bullying; and □ Internet safety issues as they relate to cyber bullying.
- Information on awareness of categories of students who may be more vulnerable to become targets of bullying or harassment based on actual or perceived differentiating characteristics.

Additional areas identified by the school or district for professional development include:

- promoting the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

### **C. Written notice to staff:**

Each school will provide all staff with an annual written notice of the Pembroke Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

## **V. ACCESS TO RESOURCES AND SERVICES**

To enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The schools provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

### **A. Identifying resources:**

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive

services, and develop recommendations and action steps to fill resource and service gaps. The Pembroke Public Schools work in collaboration with local and state agencies to adopt evidenced based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

## **B. Counseling and other services:**

School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Elementary curriculum including Second Step, Steps to Respect, Restorative Justice Practices, Social Thinking Curriculum
- Facilitating classroom meetings to resolve problems
- High School Guidance/Advisory seminar curriculum on issues of respect, sexual harassment and student success skills
- Middle School 21<sup>st</sup> Century Skills course
- Assertiveness training workshops
- Peer Mediation Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation

The Pembroke Public Schools consults with the Plymouth County District Attorney's Office, the Pembroke Police Department and the Massachusetts

*Aggression Reduction Center (MARC) at Bridgewater State University, a Center which delivers anti-violence and anti-bullying programs, resources, and research for the Commonwealth of Massachusetts.*

### **C. 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 (or 504 Accommodation Plan) to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

### **D. Categories of vulnerable students:**

As required by M.G.L.c. 71B, § 380 as amended in April of 2014, the school will take specific steps to include individual, small group and school/district wide supports to vulnerable students with "differentiating characteristics" that may make them more vulnerable to bullying to include: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. Specific supports and strategies to include individual, small group, school and district wide are outlined in the document and will be tailored to meet each individual need as well as to provide proactive supports district wide.

### **E. Referral to outside services:**

Current local referral protocols will be evaluated to assess their relevance to the Pembroke Public Schools Bullying Prevention and Intervention Plan, and revised as needed. School counselors and other specialists will help students and families identify appropriate outside services.

## **VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The Pembroke Public Schools will provide age-appropriate instruction on bullying prevention in each grade. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

### **A. Specific bullying prevention approaches:**

Bullying prevention curricula provided utilizes 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;
- helping students understand the dynamics of bullying and cyber bullying, 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; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula

Initiatives will also teach students about the student-related sections of Pembroke Public Schools Bullying Prevention and Intervention Plan through school assemblies, class meetings, seminars and/or small group meetings at the beginning of each school year.

## **B. General teaching approaches that support bullying prevention efforts:**

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, the Pembroke Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

### **A. Reporting bullying or retaliation:**

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the school principal or, in the absence of the principal, the assistant principal, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously.

A description of the reporting procedures and resources, including the name and contact information of the principal/headmaster or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Pembroke Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

#### **1. Reporting by Staff**

Any member of school faculty and staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or, in the absence of the principal, the assistant principal.

#### **2. Reporting by Students, Parents or Guardians, and Others**

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the to the school principal or, in the absence of the principal, the assistant principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

#### **3. Reporting to DESE**

The district keeps records of all reports of bullying incidents. The data is reported to DESE annually based on requirements. Reporting will include:

1. number of reported allegations of bullying or retaliation
2. number and nature of substantiated incidents of bullying or retaliation

3. the number of students disciplined for engaging in bullying or retaliation
4. Any other information required by the department.

## **B. Responding to a report of bullying or retaliation:**

### **1. Safety**

Before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action the rights of both the alleged target and alleged aggressor must be considered.

The principal or assistant principal 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. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

### **2. Obligations to Notify Others**

#### **a. Notice to parents or guardians:**

Upon determining that bullying or retaliation has occurred, the principal or the assistant principal must promptly notify the parent/guardian of the alleged target and the alleged aggressor of a report of bullying or retaliation and of the school's procedures for investigating the report.

#### **b. Notice to Another School or District:**

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Pembroke Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

#### **c. Notice to Law Enforcement:**

Any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or assistant principal has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency.

In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local

school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Pembroke Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued

### **C. Investigation:**

The school principal or assistant principal shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

- **Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action the rights of both the alleged target and alleged aggressor must be considered.
- **Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant.
- **Interviews:** Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses.
- **Confidentiality:** The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

### **D. Determinations:**

If bullying or retaliation is substantiated, the school will take steps to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved and in accordance with the antibullying plan of the Pembroke Public Schools.

Students who engage in bullying or retaliation will be subject to disciplinary action. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements.

### **E. Responses to Bullying:**

The principal or assistant principal will promptly provide notice to the parent/guardian of a target and an aggressor when a complaint has been substantiated and indicate what action is being taken to prevent any further acts of bullying or retaliation.

Specific information about disciplinary action taken generally will not be released to the target's parents or guardians-unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

Within a reasonable time period following closure of the complaint, the principal or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

Pembroke Public Schools will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

### **1. Teaching Appropriate Behavior through Skills-Building**

Upon the school principal or, in the absence of the principal, the assistant principal, determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill building approaches that the school principal or, in the absence of the principal, the assistant principal, may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; an
- making a referral for evaluation.

### **2. Taking Disciplinary Action**



If the school principal or, in the absence of the principal, the assistant principal, decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or assistant principal, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Pembroke Public Schools Bullying Prevention and Intervention Plan and with the school's code of conduct/student handbook.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA). If the principal or assistant principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Specific information about disciplinary action taken generally will not be released to the target's parents or guardians-unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

### **3. Promoting Safety for the Target and Others**

The school principal or, in the absence of the principal, the assistant principal, will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

### **4. Grievance Procedures**

If Parents/Guardians disagree with the principal's decision, or process, the principal will share information about the process to file a claim through the DESE's Problem Resolution System.

## **VIII. COLLABORATION WITH FAMILIES**

The Pembroke Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyber bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Pembroke Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with appropriate parent organizations to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school(s).

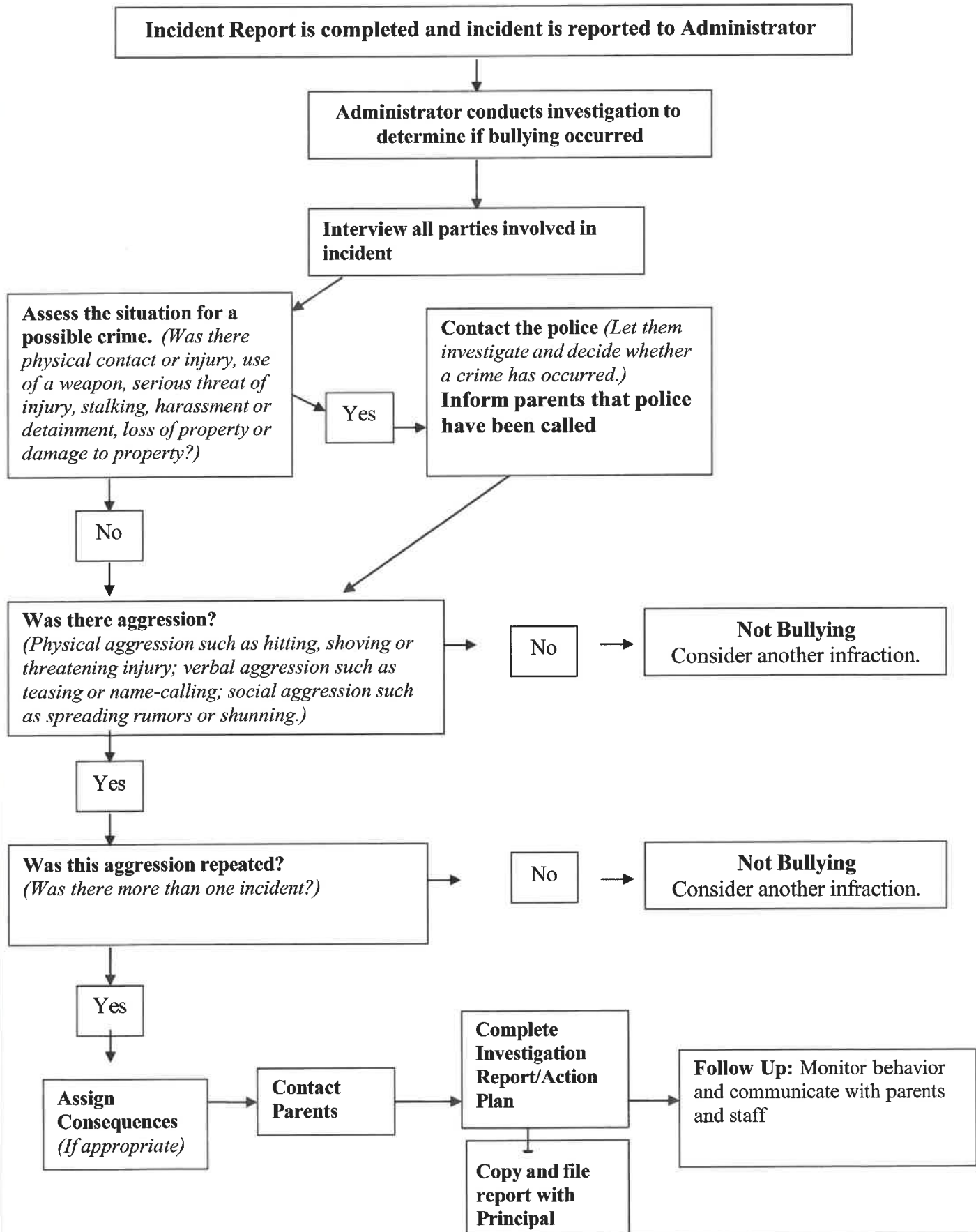
Schools will annually inform parents or guardians of enrolled students about the bullying prevention curriculum being used. The schools will notify parents each year about the student related sections of the Pembroke Public Schools Bullying Prevention and Intervention Plan and the Pembroke Network and Internet Acceptable Use Policy. Each school will post the Pembroke Public Schools Bullying Prevention and Intervention Plan and related information on its website.

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Pembroke Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Pembroke Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H<sup>1/2</sup>, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.



**Pembroke Public Schools, Pembroke, Massachusetts 02359**





**Pembroke Public Schools**  
**Bullying Prevention and Intervention Plan Incident Reporting Form**

**Name of Reporter/Person Filing the Report:** \_\_\_\_\_ (Note: Reports may be made anonymously, unless the person filing the report is staff member. No disciplinary action will be taken against an alleged aggressor, however, solely on the basis of an anonymous report.)

Check whether you are the: **Target of the behavior** \_\_\_\_ **Reporter (not the Target)** \_\_\_\_

Check whether you are a: **Student** \_\_\_\_ **Staff member (specify role)** \_\_\_\_\_

**Parent** \_\_\_\_ **Administrator** \_\_\_\_ **Other (specify)** \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

If student, state your school \_\_\_\_\_ If staff member, state your school/work site: \_\_\_\_\_

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**Information About Incident**

Name of target (of behavior): \_\_\_\_\_

Name of Aggressor (Person who engaged in the behavior): \_\_\_\_\_

Date(s) of incident: \_\_\_\_\_ Time when incident(s) occurred: \_\_\_\_\_

Location of incident(s) (Be as specific as possible): \_\_\_\_\_

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**Witnesses** (List people who saw the incident or have information about it)

Name: \_\_\_\_\_ Student \_\_\_\_ Staff \_\_\_\_ Other \_\_\_\_

Name: \_\_\_\_\_ Student \_\_\_\_ Staff \_\_\_\_ Other \_\_\_\_

Name: \_\_\_\_\_ Student \_\_\_\_ Staff \_\_\_\_ Other \_\_\_\_

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Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

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Signature of person filling out this report: \_\_\_\_\_ Date: \_\_\_\_\_

Form given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**For Administrative Use Only**

Signature of person receiving the report: \_\_\_\_\_ Date Received: \_\_\_\_\_

## I. INVESTIGATION

**1. Investigator(s):** \_\_\_\_\_ **Position(s):** \_\_\_\_\_

## 2. Interviews:

**Interviewed alleged target**      **Name** \_\_\_\_\_      **Date** \_\_\_\_\_

**Interviewed alleged aggressor Name \_\_\_\_\_ Date \_\_\_\_\_**

**Interviewed witnesses**      **Witness #1 Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness #2 Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness #3 Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

**3. Are there any prior allegations relevant to bullying or retaliation involving the alleged target?**      **YES**      **NO**

**4. Are there any prior allegations relevant to bullying or retaliation involving the alleged aggressor? YES NO**

**Summary of Investigation:** (Please use additional paper and attach to this document as needed)

## **II. CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying: YES NO      Finding of retaliation: YES NO      Documented as: \_\_\_\_\_

2. If bullying or retaliation, disciplinary action taken: ☐ verbal warning ☐ written warning ☐ reprimand ☐ loss of recess ☐ detention ☐ short-term suspension (up to 10 school days) ☐ long-term suspension (more than 10 school days) ☐ expulsion

3. If bullying or retaliation, list any other action taken (other than discipline) to prevent recurrence of bullying or retaliation:

4. Describe Safety Planning: \_\_\_\_\_

Follow-up with target: scheduled for \_\_\_\_\_ Initial and date when completed \_\_\_\_\_

Follow-up with aggressor: scheduled for \_\_\_\_\_ Initial and date when completed \_\_\_\_\_

5. If conduct does not meet definition of bullying or retaliation but nevertheless is conduct that inappropriate for the school environment, list any action taken, including disciplinary action:

6. Contacts: Target's parents Date: \_\_\_\_\_ Aggressor's parents Date: \_\_\_\_\_

\_\_\_\_ Law Enforcement Date: \_\_\_\_ (Note principal or designee contacts law enforcement only if s/he has a reasonable basis to believe that criminal charges may be pursued against the aggressor and then must document reasons for notifying law enforcement)

Report forwarded to: Principal – date \_\_\_\_\_ Report made to DESE (if applicable) date: \_\_\_\_\_

Signature and Title: \_\_\_\_\_