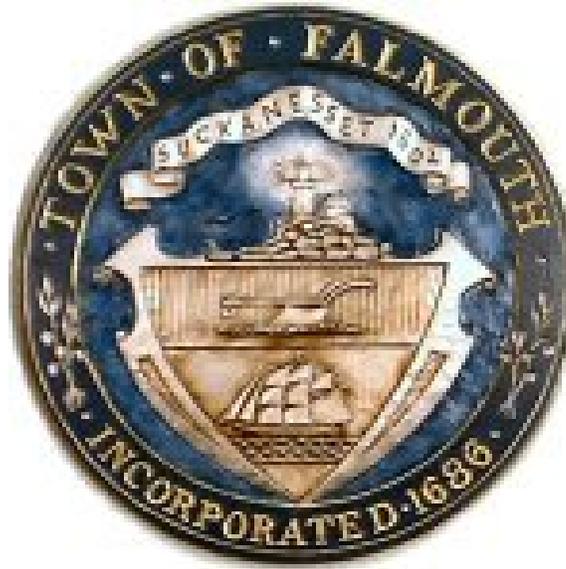


# FALMOUTH PUBLIC SCHOOLS

## BULLYING PREVENTION

AND

## INTERVENTION PLAN



*The Falmouth Public Schools are committed to maintaining a positive and safe learning environment where all students are free from bullying, cyber-bullying and the effects thereof, in accordance with M.G.L. c.71, §370. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.*

*Approved by Falmouth School Committee: December 14, 2010  
Revised: October 22, 2013, Revised: October 2014*

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## **I. LEADERSHIP**

*Leadership at all levels will play a critical role in developing and implementing our Bullying and Intervention Plan in conjunction with other school and community efforts to promote positive school climate. School leaders have a primary role in teaching students to be civil to one another and in promoting understanding and respect for diversity and difference. School leadership is also responsible for setting priorities and for staying current on research and effective methods to prevent and respond to bullying.*

### **A. Public Involvement in Developing the Plan:**

As required by M.G.L. c.71, 371, sec.5(d), this plan was developed from consultation and meetings with district and school leaders, counselors, parents, students, local law enforcement representative and a community representative. In addition, public notice of this plan shall be provided with an opportunity for public comment prior to school committee approval. The Falmouth Public Schools will continue ongoing planning meetings with these constituents as we develop needs assessments and practical strategies related to bullying prevention and intervention.

### **B. Assessing Needs and Resources:**

This plan is our district's catalyst for enhancing our capacity to prevent and to respond to issues of bullying within the context of other healthy school initiatives. School leaders, with input from staff and families, are committed to assessing the adequacy of current bullying prevention programs, determining methods for improvement, and ensuring our partnership with local law enforcement and community service agencies. The following activities are to be considered:

- Surveying students, staff, parents, and guardians on school climate and safety issues.
- Collecting and analyzing building specific data on the prevalence and characteristics of bullying. (For example, vulnerable student populations, bullying hot spots etc.)
- Review current school policies and procedures relative to bullying.
- Research appropriate evidenced based curricula for all grade levels.
- Assess available resources such as training programs, and behavioral health services.

This information will be beneficial in identifying patterns of behaviors and areas of concerns that will guide us in developing age appropriate curricula, in school support services for students and professional development opportunities for staff.

### **C. Planning and Oversight:**

School leaders will be responsible for the following tasks under the plan.

- Receiving reports on bullying.
- Collecting and analyzing building and/or school wide data on bullying to assess the present problem and to measure improved outcomes.
- Creating a process for recording and tracking incident reports and for assessing information related to targets and aggressors.
- Implement the district plan for the ongoing professional development that is required by the law.

- Identifying and recommending supports that will respond to the needs of targets and aggressors.
- Implementing the curricula that each school will use.
- Updating the Internet Safety Use policy.
- Amending student and staff handbooks and codes of conduct.
- Leading an effort to engage families in bullying prevention information.
- Reviewing and updating this plan on an annual or more frequent basis.

#### **D. Priority Statements:**

The Falmouth Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences. No one in the school community should be a target of bullying in any form.

The Falmouth Public Schools community recognizes that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, questioning, or transgender, English Language Learners (ELL), homeless students and or students with differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, physical appearance, or by association with a person who has or is perceived to have one or more of these characteristics may be more vulnerable to bullying, harassment, or teasing. The FPS will promptly investigate all reports of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extra- curricular activities, and parent or guardian involvement.

This bullying prevention and intervention plan is a comprehensive approach to addressing bullying and cyber-bullying within our schools. The Falmouth Public Schools are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying and violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The FPS leaders are responsible for the implementation and oversight of this plan within each school building.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

*The goal of professional development is to establish a common understanding of the 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 and related incidences.*

#### **A. Annual Staff Training on the Plan:**

The Falmouth Public Schools will meet the requirements under M.G.L. c.71, 370 to provide 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. Annual training for all school staff will include staff duties under the plan, an overview of the steps that the school leader 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 within the school or throughout the

district. Staff members hired after the start of the school year are 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.

## **B. Ongoing Professional Development:**

As required by M.G.L. c.71, 370, the Falmouth Public Schools will conduct school wide and district wide professional development activities based on the following:

- Developmentally/age appropriate strategies to prevent bullying.
- Developmentally/age appropriate strategies for immediate, effective interventions to stop bullying incidents.
- Information on complex power differential between and among aggressor, target, and bystanders.
- Research findings on bullying and identifying at risk student population in school buildings.
- Information on the incidences and nature of cyber-bullying.
- Internet safety issues related to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the FPS for professional development may include:

- Promoting and modeling use of respectful language.
- Fostering an understanding of and respect for diversity and difference.
- Building relationships and communicating with families.
- Managing classroom behaviors constructively.
- 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.
- Maintaining a safe and caring classroom for all students.

## **C. Written Notice to Staff:**

The Falmouth Public Schools will provide all staff with an annual written notice of this plan by publishing information about it, including sections related to staff duties, in the district employee handbook and the code of conduct.

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

*A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This plan will describe the strategies for providing supports and services necessary to meet these needs. In order to enhance the district's 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 and aggressors. This plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.*

#### **A. Identifying Resources/Assessing Needs**

1. The law requires that the district identify the process we have in place for determining our capacity to provide counseling and other services for targets, aggressors, and their families. This involves a thorough review of our current staffing, and our existing programs that support a positive school environment. During the 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. This tool offers students the opportunity to provide school leaders with an assessment of the school's climate. The school district will report bullying incident data annually to the Department. Once we have mapped out our internal resources, and tapped into existing community based resources, the district will develop recommendations and an action plan to fill any remaining resource and service gaps.

In this regard, the district has already begun to assess the extent to which our current internal and external resources have the capacity to meet these needs. A subgroup of the school/community based committee on bullying prevention has begun to review the existing school based protocols for managing bullying within the school environment. Additionally, the group reviewed the primary community based mental health support systems currently available in Falmouth. As a result of this review, a gap was identified in terms of the availability of agency based mental health supports for students under the age of 12, and for those families for whom access to health insurance may be a barrier to accessing care. When school based psychologists and/or adjustment counselors determine the need for outside intervention for these young students and their families, resources in the area are extremely limited. Identifying a way to meet this need would be a priority for the district.

#### **B. Counseling and Other Services:**

The district will review its current practices with respect to offering social skills groups to students in need, in addition to considering appropriate utilization of behavior intervention plans within the school setting. These are existing practices in the district that will be reviewed in the context of bullying prevention and intervention. The district is actively examining its current use of social competency curricula, character education, and violence prevention programs in order to determine what is developmentally appropriate for each level within the district. Careful consideration will also be given to identifying culturally and linguistically appropriate resources for students and their families. Additionally, the district will explore creative alternatives for responding to discipline issues within the school environment with an eye toward including community service in the mix when deemed appropriate.

#### **C. Students with Disabilities:**

The law requires that school based IEP Teams consider what should be included in a child's Individual Education program to address the development of student skills and proficiencies in order to avoid and/or respond to bullying, harassment or teasing. The district has already begun to provide professional development for staff with respect to writing appropriate goals and objectives to promote self advocacy skill development for the vulnerable students,

and skill building in the area of self-regulation for the aggressors. This work will be ongoing. Additionally, via curricula and professional development, the district will explore ways to guide staff with respect to facilitating a positive school environment for all.

#### **D. Referral to Outside Services:**

The Falmouth Public Schools have an established protocol for referring students and families to outside services in a timely and appropriate manner. Current practices will be evaluated and revised, as needed, to ensure their compliance with relevant laws and policies within this plan.

- E. The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Any parent interested in filing a concern or complaint outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information regarding PRS is available at <http://www.doe.mass.edu/pqa>, and emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu), or individuals may call 781-338-3700.

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

*The law requires each school district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's evidenced based curricula. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Once the curricula are determined, this plan will be integrated within it.*

#### **A. Specific Bullying Prevention Approaches:**

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches.

- Using scripts and role plays to develop skills: Falmouth Public Schools will meet this approach by using this strategy in health classes at the 5-12 level and in regular classrooms at the K-4 level along with suggested curriculum with PeaceBuilders and a 5-12 research based program.
- FPS will empower 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 by utilizing the same common language throughout the school and having administrators as well as teachers inform students on a regular basis several times per year on what they should do if they are being bullied or witness another person being bullied. This empowerment will be fostered through health education as well as changing the culture of the school by taking a strong stance against bullying.
- FPS will educate students on the dynamics of bullying and cyber-bullying, including the underlying power imbalance through the health curriculum using an evidenced based social competencies program.
- Throughout grades 5-12, students and parents will be given strategies to emphasize cyber-safety and safe and appropriate use of electronic communications.
- In all schools students will be engaged in a safe, supportive school environment that is respectful of diversity and difference where bullying will NOT be tolerated.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will be introduced to all students in several areas of the curriculum including Health class.

## **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 the FPS bullying intervention and prevention initiatives.

- All educators will take the time at the beginning of the year to set the tone in their classroom that bullying will NOT be tolerated in our schools. Educators will set clear expectations for students and establish school and classroom routines.
- Through education and social competency programs as well as guest speakers such as CIGYA, FPS will create a safe school and classroom environment for all students including students with disabilities, lesbian, gay, bisexual, transgender, and homeless students.
- FPS will develop a protocol for appropriate and positive responses and reinforcement to bullying even when discipline is required.
- FPS will continue to find unique ways to support positive behaviors such as the Random Acts of Kindness Wall and No Guff award for students that display positive social skills in their school.
- FPS encourages adults in schools to develop positive, supportive, and healthy relationships with students.
- Falmouth Public Schools has developed a Peer Leaders group and a No Guff committee to help support positive approaches to social competencies at the student level. These groups will aid in supporting victims of bullying and will speak to students at the lower levels about standing up to bullies and not being a bystander.
- Parents and students will have the opportunity to learn more about internet and cell phone safety during parent connection nights throughout the school year.
- FPS will continue to work with the community to provide students opportunities to participate in non-academic and extracurricular activities, particularly in their areas of strength.
- The Elementary Schools will continue to foster a positive learning environment through the use of Peace-builders and Second Steps curricula programs.
- The Middle and Junior High School leaders will continue their efforts to speak out against bullying through student programs, classroom presentations, recognizing positive behavior, and no guff related activities.
- Falmouth High School will lead the charge with Peer Leaders and the No Guff student based committees to speak to students at the lower levels about the negative impacts of bullying as well as becoming allies with targets of bullying and possibly conversing with the aggressors in their school and challenging them to change their behavior.

## V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

File: JICK

### POLICY PROHIBITING BULLYING

The Falmouth Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. Acts of bullying and cyber-bullying are prohibited:

- (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create 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.

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

#### A. Definitions

**Aggressor** is a student or staff member who engages in bullying, cyber-bullying, or retaliation.

**Bullying**, as defined in M.G.L. c.71, s. 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 victim or target that:

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

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-bullying**, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- (viii) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ix) the knowing impersonation of another person as the author of posted content or messages, if the

- creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (x) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment**, as defined in M.G.L. c. 71, s. 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 person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Target** is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## **B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

The Falmouth Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students and staff members who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. 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. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student or staff member for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

## **C. Reporting Obligations**

**Reporting by Staff:** A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

**Reporting by Students, Parents/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 school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student or staff member solely on the basis of an anonymous report. A student or staff member who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

**Reporting to Parents/Guardians:** The principal or designee 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. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

**Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee 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 Falmouth Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

**Reporting to Administrator of Another School District or School:** 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 Falmouth Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Falmouth Public Schools 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.

#### D. Investigation

The school principal or designee 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, however, 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, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

**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. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

**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.

## **E. Determination**

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated 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. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

Holding parent conferences;

Transferring student's classroom or school;

Limiting or denying student access to a part, or area, of a school;

Enhancing adult supervision on school premises;

Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

Providing relevant educational activities for individual students or groups of students or staff members. Guidance counselors and others in the school setting who have been trained in working with students or staff members on interpersonal issues may be helpful in providing such programs.

Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student or staff member in creating an action plan that involves a reporting process that works for that particular student or staff member.

Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)

Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

## **F. Closing the Complaint and Possible Follow-Up**

School staff will promptly provide notice to the parent/guardian of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, 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.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district 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. Quarterly review of reports will be conducted by the Superintendent or designee in collaboration with the building administrator.

APPROVED: 10/12/10

REVISED AND APPROVED: 10/22/13

LEGAL REF: M.G.L. c.71, s. 37O  
M.G.L. c.71, s. 42

RESOURCE: Falmouth Public Schools Bullying Prevention & Intervention Plan

CROSS REFERENCE: File: AC, Harassment and Discrimination Prevention  
Collective Bargaining Agreement, FEA

SOURCE: Falmouth School Committee

## **VI. COLLABORATION WITH FAMILIES**

*The Falmouth Public Schools will provide resources and communication to families on bullying prevention strategies and curricula available in schools. This collaborative approach will keep parents informed as well as increase the capacity of the school district to prevent and respond to bullying.*

### **A. Parent Education and Resources:**

Through our parent connection program, special education parent advisory council, school councils, and school based parent nights, we will provide ongoing collaboration with parents in the following areas:

- Information on this plan and the school curricula.
- Information on the dynamics of bullying.
- Information on cyber-bullying and online safety.
- Educational programs and presentations on anti-bullying strategies.

### **B. Notification Requirements:**

The Falmouth Public Schools will annually notify parents and guardians of enrolled students about the Bullying Prevention Plan and the anti-bullying curricula being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. FPS will send parents and guardians written notice about the student related sections of the plan and the school's internet safety policy. All notices and information available to parents and guardians will be in hard copy and electronic formats. Additionally, this information will be available in the language(s) most prevalent to the parent and guardian. The FPS will also post the plan and related information on its website.

## **VII. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Falmouth Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the plan prevents the FPS 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 FPS policies.

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

**APPENDIX A: BULLYING PREVENTION AND INTERVENTION  
INCIDENT REPORTING FORM**

1. **Name of Reporter/Person Filing the Report:** \_\_\_\_\_  
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:** Target of the behavior  Reporter (not the target)

3. **Check whether you are a:**  Student  Staff member (specify role) \_\_\_\_\_  
 Parent  Administrator  Other (specify) \_\_\_\_\_

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

4. **If student, state your school:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

5. **If staff member, state your school or work site:** \_\_\_\_\_

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6. **Information about the Incident:**

**Name of Target (of behavior):** \_\_\_\_\_

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

**Date(s) of Incident(s):** \_\_\_\_\_

**Time When Incident(s) Occurred:** \_\_\_\_\_

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

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7. **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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8. **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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FOR ADMINISTRATIVE USE ONLY

9. **Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Note: Reports may be filed anonymously.)

10. **Form Given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

**II. INVESTIGATION**

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

2. Interviews:

Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Any prior documented Incidents by the aggressor?  Yes  No

If yes, have incidents involved target or target group previously?  Yes  No

Any previous incidents with findings of BULLYING, RETALIATION  Yes  No

Summary of Investigation:

\_\_\_\_\_  
(Please use additional paper and attach to this document as needed.)

**III. CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying or retaliation:  YES  NO

Bullying  Incident documented as \_\_\_\_\_

Retaliation  Discipline referral only \_\_\_\_\_

2. Contacts:

Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_

District Equity Coordinator (DEC) Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_

3. Action Taken:

Loss of Privileges  Detention  STEP referral  Suspension

Community Service  Education  Other \_\_\_\_\_

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: \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_ Report forwarded to Superintendent: Date \_\_\_\_\_

(If principal was not the investigator)

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

### *Bullying Prevention Planning Team*

<i>Marc P. Dupuis</i>	<i>Superintendent of Schools</i>
<i>Liz McGonagle</i>	<i>Assistant Superintendent/Dir. Curriculum &amp; Instruction</i>
<i>Beverly Shea</i>	<i>Director of Pupil Personnel Services</i>
<i>Alan Kazarian</i>	<i>Guidance Director, Grades 5-12</i>
<i>Josh Oliver</i>	<i>Physical Education/Health Department Head, Grades 5-12</i>
<i>Joe Driscoll</i>	<i>Principal, Falmouth High School</i>
<i>Joanne Sykes</i>	<i>Adjustment Counselor, Falmouth High School</i>
<i>Sasha Gonye</i>	<i>Student, Falmouth High School</i>
<i>Nancy Taylor</i>	<i>Interim Principal, Lawrence School</i>
<i>Dianna Barbosa</i>	<i>Adjustment Counselor, Lawrence School</i>
<i>Lily Pariseault</i>	<i>Student, Lawrence School</i>
<i>Andrea Schwamb</i>	<i>Principal, Morse Pond School</i>
<i>Todd Oliveira</i>	<i>Assistant Principal, Morse Pond School</i>
<i>Sue Driscoll</i>	<i>Principal, North Falmouth School</i>
<i>Angela LeBlanc</i>	<i>Adjustment Counselor, North Falmouth School</i>
<i>Janet Hiersche</i>	<i>Nurse, North Falmouth School</i>
<i>Alyssa Pestilli</i>	<i>Adjustment Counselor, East Falmouth School</i>
<i>Wendy Risko</i>	<i>Adjustment Counselor, Mullen-Hall School</i>
<i>Claire Poole</i>	<i>Adjustment Counselor, Teaticket School</i>
<i>Tracey Crago</i>	<i>Director, Volunteers in Public Schools</i>
<i>Rebecca Moffitt</i>	<i>Vice Chair, Falmouth School Committee</i>
<i>Karen Cardeira</i>	<i>Director, Falmouth Human Services</i>
<i>Andy Loewen</i>	<i>Patrol Officer, Falmouth Police Department</i>
<i>Bryan Braley</i>	<i>Parent</i>