Revere Public Schools

Bullying Prevention and Intervention Plan

All information presented in this document is in accordance to The Massachusetts Bullying Prevention and Intervention Law (M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010).
**Priority Statement**

The Revere Public Schools (RPS) is committed to providing all students with a safe learning environment that is free from any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. We will promptly investigate all reports and complaints of bullying, cyberbullying, and/or retaliation, and take immediate action to end that behavior and to restore the target’s sense of safety. The RPS expects that all members of the school community will treat each other in a civil manner and with respect.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including **but not limited to** race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disable, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Revere Public Schools’ Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying, and retaliation. The RPS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

**Bullying, Cyberbullying, and Retaliation is prohibited:**

- on school grounds;
- on property immediately adjacent to school grounds;
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds;
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by the RPS;
- through the use of technology or an electronic device that is owned, leased or used by the RPS (for example, on a computer or over the Internet);
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying 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 the RPS.
Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, is prohibited.

(See definition listed in Appendix A)

**Procedures for Reporting**

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 shall be recorded in writing by the principal or assistant/vice principal. A RPS staff member is required to report immediately to the principal or assistant/vice principal, any instance of bullying, cyberbullying, and retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not RPS staff members, may be made anonymously. *Reports may be made anonymously and will be investigated by school personnel, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.*

Anyone, including a parent or guardian, student, or RPS staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

- A staff member who witnesses, receives information regarding an incident of bullying, cyberbullying, and/or retaliation, or may suspect a student is a victim of bullying, cyberbullying and/or retaliation, will report immediately to the principal or assistant/vice principal.
- Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, monitors, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.
Investigation of Complaint

Before fully investigating the allegations of bullying, cyberbullying and/or retaliation, the principal or assistant/vice principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

At the start of an investigation, the principal or assistant/vice principal will fill out an incident report form. During the investigation, the principal or assistant/vice principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or assistant/vice principal will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

If the principal or assistant/vice principal determines that bullying, cyberbullying or retaliation has occurred, he/she shall:

- **at the onset of the investigation,** notify the parents or guardians of both the target and the alleged aggressor, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyberbullying, and retaliation
- take appropriate disciplinary action
- notify the local law enforcement agency if the school principal or assistant/vice principal believes that criminal charges may be pursued against the aggressor.
- take appropriate action to ensure that a safe environment has been established for the target and/or the reporter of the incident.
- **inform the building principal**

It will be the responsibility of school principal or assistant/vice principal to contact the parent or guardian of the target and of the aggressor in a timely fashion by the end of the day on which the incident was reported.

All incidents will be recorded as a discipline log in Power School regardless of the age of student.
In addition to reporting all incidents of bullying, cyberbullying, and/or retaliation deemed to be of a criminal nature, the principal or assistant/vice principal will report any investigated incidents to school resource officers or designated police personnel. Any incidents of continued bullying, cyberbullying, and retaliation will be reported to police.

**Notice to Another School or District**

If the reported incident involves students from more than one school, school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or assistant/vice principal first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations.

**Notice to Law Enforcement**

At any point after receiving a report of bullying, cyberbullying, and/or retaliation, including after an investigation, if the principal or assistant/vice principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or assistant/vice principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or assistant/vice principal shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal or assistant/vice principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable RPS policies and procedures, consult with the school resource officer, if any, and other individuals that the principal deems appropriate.
**Responses to Bullying**

If, after investigation, bullying, cyberbullying, and/or retaliation is substantiated, the principal or assistant/vice principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted from participating in school or in benefiting from school activities. The principal or assistant/vice principal will determine what responsive actions and/or disciplinary actions are necessary.

Depending upon the circumstances, the principal or assistant/vice principal may choose to consult with the students’ teacher(s) and/or school counselor, and the target’s or aggressor’s parents or guardians, to identify any underlying social/emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

*(Upon the determination that bullying, cyberbullying, and/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).)*

**Taking Disciplinary Action**

If the principal or assistant/vice principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or assistant/vice 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 RPS code of conduct. If the principal or assistant/vice principal determines that a student knowingly made a false allegation of bullying, cyberbullying and/or retaliation, that student may be subject to disciplinary action.

*(Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.)*
Interventions may include, but are not limited to, the following:

- offering individualized skill-building sessions based on the RPS anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors, social workers, 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.

Promoting Safety for Target and Others

The principal or assistant/vice principal will identify appropriate resources, if any, to enhance the target's sense of safety and that of others as well. Particular emphasis to recognize certain students who may be more vulnerable to become a target of bullying or harassment based on actual or perceived differentiating characteristics including: race, color, religion, national origin, sex, socioeconomic status, homelessness, academic status, gender identity, or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical development or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or assistant/vice principal 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 assistant/vice principal will work with appropriate RPS staff and further disciplinary action may be taken.
Professional Development for Revere Public Schools Staff

The RPS must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying, cyberbullying, and/or retaliation. The goal of professional development is to establish a common understanding of all of the elements of the districts Anti-Bullying Program.

The content of such professional development/staff training may include, but not be limited to:

- annual training for all RPS staff on the Bullying Prevention and Intervention Plan;
- developmentally appropriate strategies to prevent bullying incidents;
- developmentally 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 cyberbullying, and Internet safety issues as they relate to cyberbullying;
- development of outreach networks to inform and work with parents and community members.

Professional development will also address ways to prevent and respond to bullying, cyberbullying, and retaliation for students with disabilities that must be considered when developing student’s 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.
District-Wide Anti-Bullying Curriculum

The Revere Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be designed to implement current research which, among other things, will emphasize the following approaches:

- Using scripts and role play to develop skills;
- Empowering students to take action by knowing what to do when the witness other students engaging in bullying or retaliation behaviors;
- Emphasizing cyber safety;
- Enhancing students’ skills for engaging in healthy and respectful relationships;
- Engaging students in a safe, supportive school environment that is respectful of diversity and differences.

Parent Education and Resources

The school or district will offer education program for parents. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council or similar organizations.

Revere Public Schools Anti-Bullying Tiered Support

RPS is committed to provide students with a safe learning environment through a tiered support system that promotes a healthy educational setting for all. The accompanying graphic demonstrates the tiered supports available throughout the district at appropriate levels designed to support research based anti-bullying practices.
Revere Public School District Bullying Prevention and Intervention Plan

**SAC:**
Outside Providers: School Resource Officer

**RHS Gay Straight Alliance:**
MS / HS Power of Know Club:
**Direct Referral to School Adjustment Counselor or Equity Coordinator:**
School Based Student At-Risk Meetings

**Respect Core:**
- Open Circle (including staff training)
- Advisory
- Comprehensive Health Curriculum delivered by Certified Health teacher, School Adjustment Counselor, Guidance Counselor and School Nurse
- **Cross Curriculum Kindness Units:**
- Black Out Bullying Day Activities
- **Opening Day Bullying Policy Review:**
- Clubs and After School Activities
- **Boston Vs. Bullies staff and student presentations:**
- Anonymous Tip Line
- **District Developed web based antibullying messages:**
- Student Code of Conduct
- **Rewards Bucks**
APPENDIX A

Definition of Terms

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying is the repeated use by one or more students 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target’s property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying. (M.G. L. c. 71, 370)

Cyberbullying is bullying through the use of technology or any 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. (M.G.L. c. 71, 370)

Hostile environment 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 the student’s education. (M.G.L. c. 71, 370)

Target is a student against whom bullying, cyberbullying, or retaliation is directed. (M.G.L. c. 71, 370)

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. (M.G.L. c. 71, 370)
Appendix B

BULLYING PREVENTION AND INTERVENTION PLAN

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

3. Check whether you are a: ___Student ___ Staff member
   _____ Other (___________________) _____ Parent _____ Administrator

4. If student, state your school: _________________________________ Grade: ___

5. If staff member, state your school or work site: ________________________________

6. Information about the Incident:
   • Name of Target (of behavior): ________________________________
   • Name of Aggressor (s) (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): ______________________________
     __________________________________________

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 ________

8/14/2019
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: ________
INVESTIGATION

1. Investigator(s): ____________________ Position(s): ____________________

2. Interviews:
   □ Interviewed aggressor Name: __________________ Date: ________
   □ Interviewed target Name: __________________ Date: ________
   □ Interviewed witnesses 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, CYBERBULLYING, AND/OR RETALIATION?  □ Yes □ No

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

________________________________________________________________________
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8/14/2019
Conclusions from the investigation

1. Finding of bullying, cyberbullying, or retaliation: □ YES □ NO
□ Bullying □ Cyberbullying □ Retaliation □ Discipline referral only

2. Contacts:
□ Target’s parent/guardian Date:______________
□ Aggressor’s parent/guardian Date: ____________
□ Law Enforcement Date: _________________

3. Action Taken:
□ Loss of Privileges □ Detention □ In-House Suspension □ Suspension
□ Criminal Complaint □ Other ________________________________

4. Describe Safety Planning:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Follow-up with Target: Scheduled for __________________ Today’s Date: ______
Follow-up with Aggressor: scheduled for ________________ Today’s Date: ______

Signature: __________________________ Date: __________