

CBRSD

Bullying Prevention and Intervention Plan

Revised July 2014

The CBRSD Bullying Prevention and Intervention Plan is modeled after Department of Elementary and Secondary Education (Department) Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O. The CBRSD Plan's format parallels the draft *Behavioral Health and Public Schools Framework*.

CBRSD PRIORITY STATEMENT.

The Central Berkshire Regional School District (CBRSD) is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. The CBRSD asserts the rights of all students and staff to be free from harassment, intimidation, violence, bullying, or cyber-bullying, and is committed to implementing procedures and practices to prevent and respond to such actions. The CBRSD recognizes certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics. The CBRSD will provide specific supports identified in this document to support vulnerable students and provide all students with the knowledge, skills and strategies needed to prevent or respond to bullying or harassment.

Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. The CBRSD Bullying Prevention and Intervention Plan is one component of the district's efforts to ensure a positive school climate designed to ensure the safety of students, to support students and to set out clearly, transparently and explicitly the policies and programs we have in place to fulfill this important responsibility.

The CBRSD is committed to developing a shared vision of physical and emotional safety and wellbeing for all students in all of our schools. The vision recognizes the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behavior of students in our school communities. Such approaches encourage all members of the school community to:

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

The CBRSD vision is based on a set of guiding principles and related key elements/approaches that we intend to put in place to effectively provide a safe and supportive learning environment. These principles include:

- affirm the right of all school community members to feel safe at school
- promote care, respect and cooperation, and value diversity
- implement policies, programs and processes to nurture a safe and supportive school environment
- recognize that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
- develop and implement policies and programs through processes that engage the whole school community
- ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
- recognize the critical importance of ongoing professional development in creating a safe and supportive school environment
- have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
- focus on policies that are proactive and oriented towards prevention and intervention
- regularly monitor and evaluate their policies and programs so that evidence-based practice supports decisions and improvements
- take action to protect children from all forms of abuse and neglect

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I. LEADERSHIP

The CBRSD Leadership is committed to a shared vision of a positive and inclusive school. Such commitment presumes the inclusion of a broad range of stakeholders in the development of the plan, ensuring adequate resources to support the planning and implementation, and a strategic approach to communication resulting policies, programs and procedures.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the CBRSD plan was developed by a committee composed of a broad range of stakeholders and with the support and guidance of local law enforcement and mental health professionals. Representatives from all CBRSD schools, including parents, School Adjustment Counselors, school psychologists, teachers, guidance, and administrators participated in the development of the district plan. Throughout the process the committee took advantage of counsel from Berkshire County District attorney's Office, law enforcement officials, Massachusetts DESE staff, behavioral consultants, Community Service-Learning Coordinators, and community representatives.
- B. Assessing needs and resources. Each of the CBRSD schools has existing healthy school climate initiatives that reflect their unique environments, meet the developmental needs of their students, and take advantage of the community and staff resources. The development of the district-wide plan facilitated communication between buildings and enabled district leaders to 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. The district planning team also made extensive use of local resources including the Berkshire County District Attorney's office, DESE consultants, and multiple collaboration opportunities with staff from neighboring districts. The resulting CBRSD Bullying Prevention and Intervention Plan was then used as a blueprint by the individual school teams as they developed their school plans.
- C. Planning and oversight. Individual school plans identify leaders responsible for the implementation of the school plan. At the district level, the Assistant Superintendent is responsible for District leaders responsible for:
- a. collecting reports on bullying from all schools utilizing a variety of data collection tools to include surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues. Surveys may be completed anonymously and will be forwarded to DESE as required;
 - b. collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
 - c. ensuring that all schools have a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
 - d. planning for the ongoing professional development that is required by the law;
 - e. ensuring that all schools have supports that respond to the needs of targets and aggressors;
 - f. ensuring that all schools have the necessary resources for choosing and implementing the curricula that the school or district will use;
 - g. developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
 - h. amending employee handbooks and codes of conduct;
 - i. ensuring that all schools implement parent or family engagement efforts and that the district conduct outreach across the seven towns; and
 - j. reviewing and updating the Plan each year, or more frequently as needed.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual staff training on the Plan. The CBRSD Central Office will arrange for annual training in preventing, identifying, responding to, and reporting incidents of bullying for school employees and volunteers who have significant contact with students. Staff members hired after the start of the school year will be 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. The training will include an overview of the steps that the principal or designee 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 or district.
- B. Ongoing professional development. Under M.G.L. c.71, § 37O, school districts are required to provide ongoing professional development to 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. The law identifies six topics that must be included in ongoing training. In addition, school districts should identify additional topics based on locally identified needs and concerns and should set the schedule based on those needs.

Ongoing professional development will be conducted at the district level biannually unless local concerns indicate the need to conduct it more frequently. Faculty and staff who do not attend the district professional development will be required to attend a makeup session.

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 district-wide professional development will be informed by research and will include information on:

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- c. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- d. 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;
- e. information on the incidence and nature of cyberbullying; and Internet safety issues as they relate to cyberbullying.
- f. 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.

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.

The CBRSD central office will support schools in securing professional development for the following skills and knowledge as well as additional areas identified by the school or district for professional development:

- promoting and modeling 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. The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct. (Schools take this out)

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources. The table below presents the staffing currently available at each building for providing counseling for targets, aggressors, and their families. These staff members are also aware of list of outside resources available to targets, aggressors, and their families. The district has relationships with community service providers including but not limited to: Brien Center in Pittsfield, ServiceNet in Northampton, Hilltown Community Health Center in Worthington, Cummington Family Center, DCF, Hillcrest Psychological Services, Brightside of Families and Children, Berkshire Center for Families and Children, and Berkshire Count Kid’s Place.

Schools	Staffing
Becket Washington	Principal School Adjustment Counselor Nurse School Psychologist Consulting Behavioral Therapist Consulting Behavior Specialist
Berkshire Trail	Principal School Adjustment Counselor Nurse Consulting Behavioral Therapist Consulting Behavior Specialist
Craneville	Principal Dean of Students School Adjustment Counselor Nurse School Psychologist Autism Specialist
Kittredge	Principal School Adjustment Counselor Nurse School Psychologist Consulting Behavioral Therapist Consulting Behavior Specialist
Nessacus	Principal Assistant Principal School Adjustment Counselor School Psychologist Guidance Nurse Consulting Behavioral Therapist
Wahconah	Principal Assistant Principal School Adjustment Counselor

School Psychologist Guidance Department Nurse Consulting Behavioral Therapist
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- B. Counseling and other services. The CBRSD has an ELL Program which is culturally and linguistically sensitive to address the needs of ELL students and families, but the population is very low. The Assistant Superintendent oversees the program and is prepared to direct services if the need arises. The district has relationships with community service providers including but not limited to: Brien Center in Pittsfield, ServiceNet in Northampton, Hilltown Community Health Center in Worthington, Cummington Family Center, DCF, Hillcrest Psychological Services, Brightside of Families and Children, Berkshire Center for Families and Children, and Berkshire Count Kid's Place.
- 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 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.Lc. 71B, § 380 as amended in April 2014 the CBRSD 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, genera identify or expression, 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. The CBRSD supports each school in establishing a referral protocol for referring students and families to outside services. The protocols help students and families access appropriate and timely services. Referrals comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Specific bullying prevention approaches. The school-based bullying prevention teams are , researching appropriate evidence-based programs. The teams are looking for curricula that is informed by current research and, among other things, emphasizes 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 cyberbullying, including the underlying power imbalance;
 - emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

Current CBRSD Curricula and Supplemental Programs and Activities

Schools	Curricula	Program/Activities
Becket Washington	Second Step (K-2) Steps to Respect (3-5)	Peer Mediation Monthly Gatherings
Berkshire Trail	Second Step (K-2) Steps to Respect (3-5) Responsive Classroom	Peer Mediation Monthly Gatherings
Craneville	Second Step (K-2) Steps to Respect (3-5)	Be Cool (K-2) Community Gatherings Recess Buddy Program PE Team Building Curriculum Building Based Team Meetings Behavior Team Meetings Peer Mediation Program
Kittredge	Second Step (K-2) Steps to Respect (3-5)	Peer Mediation Monthly Gatherings
Nessacus		Peer Mediation Skill Streaming
Wahconah		Peer Mediation Skill Streaming Civility Program Let's Get Real Flirting or Hurting

B. General teaching approaches that support bullying prevention efforts. The CBRSD will provide professional development that may include following skills for teachers:

- 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;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- 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.

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

The CBRSD Bullying Prevention Policy (5770) can be found on the district website <http://www.cbrsd.org/CentralOffice/PolicyManual.pdf>. The language regarding reporting is copied below:

- CBRSD Policy states, "Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying."
- Each school shall have a means for anonymous reporting by students of incidents of bullying. No

formal disciplinary action shall be taken solely on the basis of an anonymous report.

- Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.
- Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.
- A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

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 shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district has made a variety of reporting resources available to the school community including, but not limited to, the CBRSD Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. CBRSD schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Assistant Superintendent will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians. A flow-chart outlining the investigation and response process can be found in Appendix B.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

¹ See Appendix A for CBRSD Incident Reporting Form.

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 recorded 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 the allegations of bullying or retaliation, the principal or designee 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. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee 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. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee 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, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the 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 designee 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 will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

- D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee 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 or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

- E. Responses to Bullying.

A flow-chart outlining the Central Berkshire Regional School District follow-up for both the aggressor and the target is presented in Appendix C. The specific steps for responses to bullying are described in the paragraphs below. An example of conduct plan for the aggressor is presented in Appendix D.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the school shall 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 principal or designee 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 guidance 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; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, 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 Plan and with the school's or district's code of conduct.

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.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee 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. An example of a support plan for the target is presented in Appendix E. The plan includes various options and strategies including but not limited to increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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.

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. CBRSD schools will 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. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, and other appropriate school/community organizations.
- B. Notification requirements. Each year CBRSD schools will inform parents or guardians of enrolled students

about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The schools will post the Plan and related information on its website and those plans will be mirrored on the district website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) 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 school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) 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 or school, 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.

VIII. DEFINITIONS

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, coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, 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:

- 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 or herself or of damage to his or 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.

Cyberbullying 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 cyberbullying.

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, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

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 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 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 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



APPENDIX A: INCIDENT REPORTING FORM

I. REPORT

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. Please leave above blank if you want to report anonymously)

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:** _____

6. **If you are a staff member, please indicate how you came to know about this incident. (Please attaché all relevant documents- copies of emails, notes, letters, etc.)**

7. 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): _____

8. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

9. **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.**

10. **Signature of Person Filing this Report:** _____ **Date:** _____

(Note: Reports may be filed anonymously.)

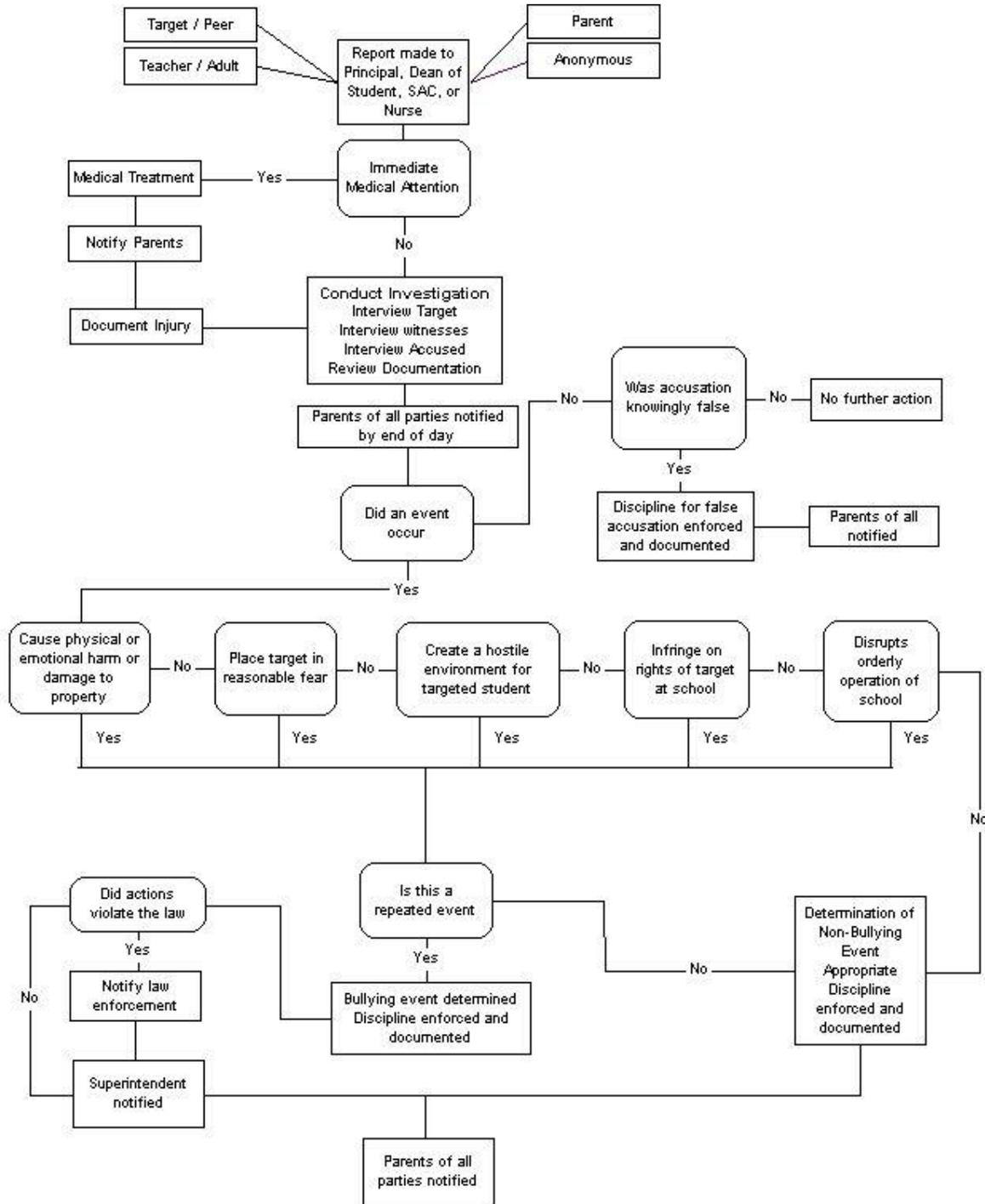
Please remember to attach all relevant prior documentation.

FOR ADMINISTRATIVE USE ONLY

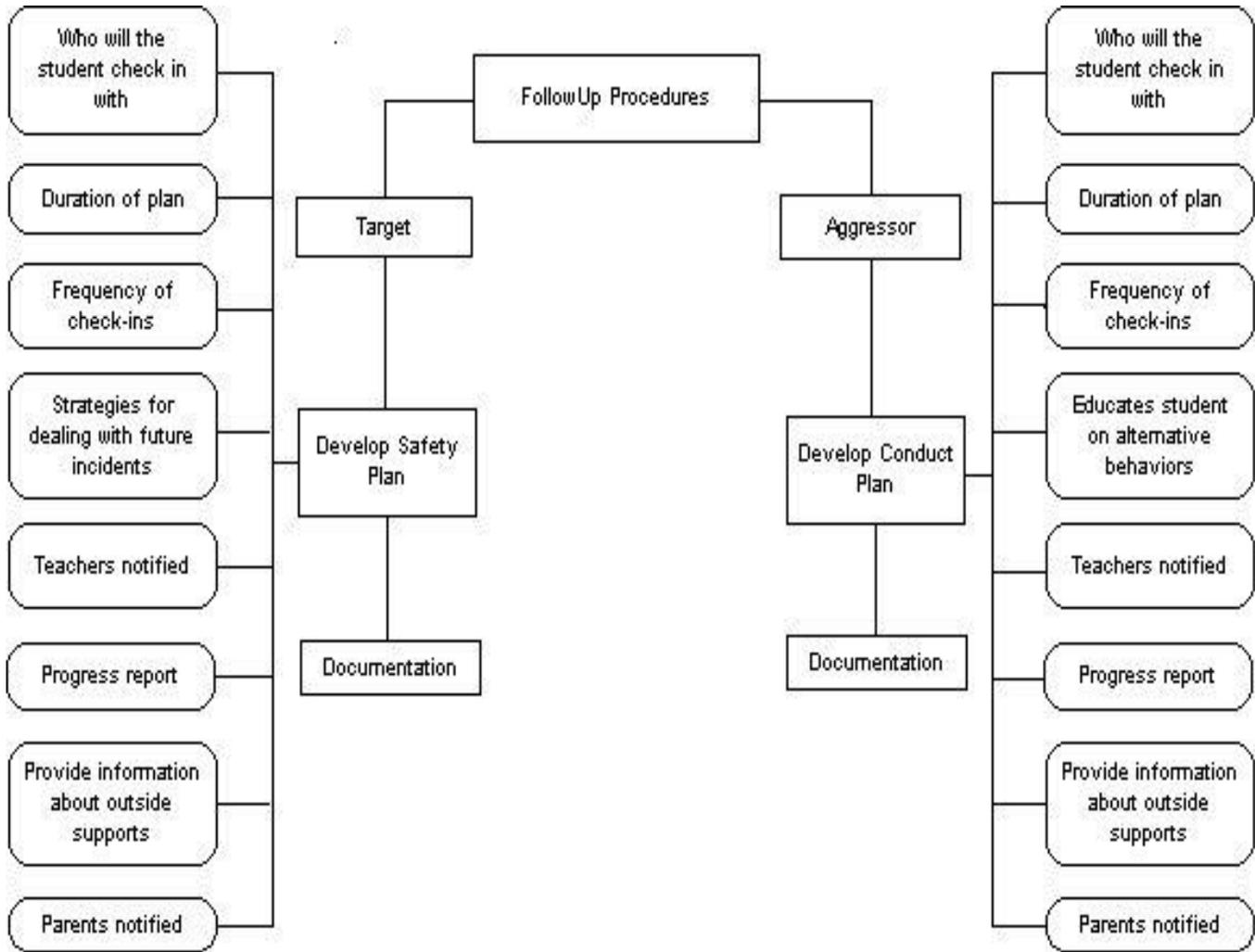
11: **Form Given to:** _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

APPENDIX B: INVESTIGATION AND RESPONSE FLOWCHART



APPENDIX C: FOLLOW-UP FLOWCHART



APPENDIX D: CONDUCT PLAN FOR AGGRESSOR (If aggressor is a student)

Name: _____ Grade: _____

Date: _____

Notification of teachers Notification of Parents Notification of Police

Increased Supervision:
 Class Hall Recess Bathroom

Other _____

Administrative check-ins
Name: _____ Role: _____
 Daily Weekly Times: _____

Notification of bus driver and company

Bus suspension

Education / Discussion (type): _____

Delivered by: _____

Individual Group Classroom

Seat assignment
 Class Cafeteria Bus

Cubby change

Schedule / Classroom change

Hallway Escort _____

Alternative bathroom assignment (where) _____

Alternative route/entry (list where) _____

Alternative transition times
 All Specific _____

Classes only suspension

Separate setting
 All Lunch Recess Specific
classes _____

Effective Dates: _____ to _____

Review Date: _____

Completed by: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Additional Notes (use reverse if needed):

APPENDIX E: SUPPORT PLAN FOR TARGET

Name: _____ Grade: _____

Date: _____

Location of Incident(s):
Where are you feeling unsafe?

Bus Recess Classroom Hallway (list when)

Cafeteria Bathroom Walking Home Specials (list)

Online Other (describe) _____

Support Intervention Options

Identify supportive adults @ school:

Name: _____ Role: _____

Name: _____ Role: _____

Check-ins with trusted adults:

Name: _____ Role: _____

___ Daily ___ Weekly Times: _____

Notification of teachers

Increased Supervision:
___ Classroom ___ Hallway ___ Other (list) _____

Notification of Bus Driver

Education / Skill Building (list with who) _____ Role: _____

Bus Buddy

Lunch Buddy

Hallway Buddy

Seat Assignment
___ Classroom ___ Cafeteria ___ Bus

Classroom Change

Alternative Route/Entry

Alternative Transition Times
___ All ___ Specific (list) _____

Alternative Bathroom (list where): _____

Effective Dates: _____ to _____

Review Date: _____

Completed by: _____

I agree with the above safety plan. I understand that I may ask for a review at any time. I understand that the administration will be implementing aggressor interventions as needed.

I am not in agreement with the safety plan, reasons noted below.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Additional Notes (use reverse if needed):