

**Chelsea Public Schools  
Bullying Prevention and Intervention Plan  
October 2017**

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## I. LEADERSHIP

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

| <b>ACTION STEP</b>   | <b>BY WHOM</b>                      | <b>BY WHEN</b>   | <b>HOW OFTEN</b> | <b>STATUS</b>      |
|--|-------------------------------------|------------------|------------------|--------------------|
| Plan voted on by School Committee  |                                     | November         | Annually         | <b>Pending</b>     |
| Plan proposed to School Committee  |                                     | November         | Annually         | <b>Pending</b>     |
| Plan posted for public comment   |                                     | Oct. - Nov       | Annually         | <b>Pending</b>     |
| Plan developed and reviewed in consultation with   |                                     |                  |                  |                    |
| <ul style="list-style-type: none"> <li>• Administrators (COU Meetings)</li> </ul>                                  | Superintendent/Asst. Superintendent | November         | Annually         | <b>9/20/2017</b>   |
| <ul style="list-style-type: none"> <li>• Teachers (faculty meetings)</li> </ul>                                    | Principals                          | November-January | Annually         | <b>In Progress</b> |
| <ul style="list-style-type: none"> <li>• School Site Councils (9)</li> </ul>                                       | Principals                          | November-January | Annually         | <b>Pending</b>     |
| <ul style="list-style-type: none"> <li>• School Committee Subcommittee for Policy and Procedures</li> </ul>        | Superintendent                      | November         | Annually         | <b>10/5/2017</b>   |
| <ul style="list-style-type: none"> <li>• School Committee Subcommittee for Curriculum &amp; Instruction</li> </ul> | September                           | November         | Annually         | <b>10/5/2017</b>   |
| <ul style="list-style-type: none"> <li>• City Solicitor</li> </ul>   | Superintendent                      | October          | Annually         | <b>Pending</b>     |
| <ul style="list-style-type: none"> <li>• Law Enforcement</li> </ul>  | Superintendent                      | November         | Annually         | <b>Pending</b>     |
| <ul style="list-style-type: none"> <li>• Community Based Organizations</li> </ul>                                  | Director PPS                        | November         | Annually         | <b>Pending</b>     |
| <ul style="list-style-type: none"> <li>• Students</li> </ul>   | Bullying Task Force                 | November-June    | Annually         | <b>Pending</b>     |

### B. Assessing needs and resources.

| <b>ACTION STEP</b>  | <b>BY WHOM</b>                      | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>      |
|---|-------------------------------------|----------------|------------------|--------------------|
| 1) Needs assessments are conducted in each school surveying on school climate and school safety issues: <ul style="list-style-type: none"> <li>• All staff</li> <li>• Administrators</li> <li>• Parents/guardians</li> <li>• Students</li> </ul>        | Principals                          | Spring         | Annually         | <b>Spring 2017</b> |
| 2) Collect and analyze building-specific data on the prevalence and characteristics of bullying.  | Director PPS and Principals         | On-going       | Monthly          | <b>Ongoing</b>     |
| 3) Review of Current Policies and Procedures with Principals  | Director PPS & City Solicitor       | December       | Annually         | <b>9/20/2017</b>   |
| 4) Assess available resources including curricula, training programs, and behavioral health services: <ul style="list-style-type: none"> <li>• Lead SW, guidance, teachers</li> <li>• Title IV and SDFS</li> <li>• Health and Human Services</li> </ul> | Director PPS                        | May 1st        | Annually         | <b>Ongoing</b>     |
| 5) Based on findings, schools and district will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.   | Director PPS<br>Bullying Task Force | June 1st       | Annually         | <b>6/1/2017</b>    |

C. Planning and oversight.

| <b>ACTION STEP</b>   | <b>BY WHOM</b>  | <b>BY WHEN</b>  | <b>HOW OFTEN</b> | <b>STATUS</b>                  |
|--|---|---|------------------|--------------------------------|
| 1) District leader responsible for receiving reports on bullying.  | Director<br>PPS/Deputy<br>Superintendent/<br>City solicitor | Last Friday of month                                  | Monthly          | <b>Designated</b>              |
| 2) District leader responsible for collecting and analyzing building-and/or school-wide data on bullying to assess the present problem and to measure improved outcomes.   | Director PPS  | Report issued to Superintendent first Friday of month | Monthly          | <b>Ongoing</b>                 |
| 3) District leader responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.  | Deputy Superintendent                                       | June 30th   | Annual review    | <b>Ongoing</b>                 |
| 4) District leader responsible for planning the ongoing professional development that is required by law.  | Deputy Superintendent/<br>City Solicitor                    | June 30th   | Annual review    | <b>Ongoing</b>                 |
| 5) District leader responsible for planning supports that respond to the needs of targets and aggressors.  | Director PPS &<br>School Principals                         | June 30th   | Annual review    | <b>Ongoing</b>                 |
| 6) District leader responsible for choosing and implementing the curricula that the school or district will use.   | Director of SW services                                     | June 30th   | Annual review    | <b>Complete<br/>Appendix B</b> |
| 7) District leader responsible for 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; | Superintendent/<br>Deputy Superintendent                    | June 30th   | Annual review    | <b>Complete</b>                |
| 8) District leader responsible for amending student and staff handbooks and codes of conduct;  | Deputy Superintendent                                       | June 30th   | Annual review    | <b>Complete</b>                |
| 9) District leader responsible for leading the parent or family engagement efforts and drafting parent information materials.  | Deputy Superintendent/<br>Parent Liaisons                   | June 30th   | Annual review    | <b>Complete<br/>Appendix D</b> |
| 10) District leader responsible for reviewing and updating the Plan each year, or more frequently.   | Deputy Superintendent                                       | September 15  | Annual review    | <b>Complete</b>                |

D. Developing priority statements.

| <b>ACTION STEP</b>  | <b>BY WHOM</b>                      | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>    |
|---|-------------------------------------|----------------|------------------|------------------|
| <b><i>Priority Statement. Chelsea Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences. This expectation 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.</i></b> | Superintendent and School Committee | November 30th  | Annual review    | <b>10/5/2017</b> |

## II. TRAINING AND PROFESSIONAL DEVELOPMENT

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

| <b>ACTION STEP</b>   | <b>BY WHOM</b>   | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>      |
|--|--|----------------|------------------|--------------------|
| <p>The District will provide annual training 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.</p> <p>Annual staff training on the Plan will include:</p> <ul style="list-style-type: none"> <li>▪ Staff duties under the Plan</li> <li>▪ Overview of the steps that the principal or designee will follow on receipt of a report of bullying or retaliation.</li> <li>▪ Overview of the bullying prevention curricula to be offered at all grades throughout the school or district.</li> </ul> | Principal, Lead Social Worker, Lead Guidance Counselor, Director PPS, City Solicitor | December 30th  | Annually         | <b>In Progress</b> |

### B. Ongoing professional development.

| <b>ACTION STEP</b>  | <b>BY WHOM</b>                              | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>      |
|---|---|----------------|------------------|--------------------|
| <p>The District will 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. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. The content of schoolwide and districtwide professional development will include:</p> <ul style="list-style-type: none"> <li>▪ developmentally (or age-) appropriate strategies to prevent bullying;</li> <li>▪ developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;</li> <li>▪ information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;</li> <li>▪ 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;</li> <li>▪ information on the incidence and nature of cyberbullying; and</li> <li>▪ Internet safety issues as they relate to cyberbullying.</li> </ul> | City Solicitor/<br>Appropriate school staff | October 30th   | Annually         | <b>In Progress</b> |

### III. ACCESS TO RESOURCES AND SERVICES

#### A. Identifying resources.

| <b>ACTION STEPS</b>   | <b>BY WHOM</b>              | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>      |
|---|-----------------------------|----------------|------------------|--------------------|
| 1) Mapping resources: <ul style="list-style-type: none"> <li>• Collect and analyze information from families, staff and local law enforcement, about the adequacy of our bullying prevention strategies.</li> <li>• Analyze the existing and needed resources and services.</li> <li>• Communicate the assessment of strategies for maintaining and improving effective social and emotional skills in all students.</li> </ul> | Principal                   | December       | Annually         | <b>In Progress</b> |
| 2) Development of recommendations to fill resource and service gaps after the mapping process is complete.  | Principal                   | March          | Annually         | <b>In Progress</b> |
| 3) Access to school and district services that promotes a supportive and positive learning environment in which all students can develop effective social and emotional skills  | Administration<br>All Staff | December       | Annually         | <b>In Progress</b> |

B. Counseling and other services

| <b>ACTION STEPS</b>   | <b>BY WHOM</b>  | <b>BY WHEN</b> | <b>HOW OFTEN</b>           | <b>STATUS</b>  |
|---|---|----------------|----------------------------|----------------|
| Students will be provided with linguistically and culturally appropriate services through counseling support services that will address bullying prevention to address students as aggressors, targets, and/or victims from Guidance Counselors, Social Workers, and on-site community providers. | Guidance Counselors<br>Social Workers<br>MGH  | Ongoing        | Throughout the school year | <b>Ongoing</b> |
| Collaborate with community agencies to address the variety and scope of our student needs pertaining to bullying prevention, intervention, and referral; including but not limited to cultural, after-school programs, youth development, art, culture and literacy opportunities.                | CPS<br>MGH<br>North Suffolk<br>Mental Health<br>Services<br>ROCA<br>Reach<br>MEFA<br>FUEL<br>BHCC<br>CUDE | Ongoing        | Throughout calendar year   | <b>Ongoing</b> |
| School Counseling services include district-wide, school-wide, classroom-based, small group, and individual student activities and supports that address both the learning and social needs of students as pertaining to bullying prevention and intervention.                                    | Guidance Counselors<br>Social Workers<br>MGH  | Ongoing        | Throughout calendar year   | <b>Ongoing</b> |

C. Students with disabilities.

| <b>ACTION STEPS</b>   | <b>BY WHOM</b>  | <b>BY WHEN</b> | <b>HOW OFTEN</b>                          | <b>STATUS</b> |
|---|---|----------------|---|---------------|
| Providing a more inclusive model of service delivery, which emphasizes commonalities rather than differences  | Special Ed. Director, Coordinators, Team Leaders  | Ongoing        | Annual Team Meeting                       | In Place      |
| Reconvene Team if student with disabilities is target or aggressor and modify IEP <ul style="list-style-type: none"> <li>• Strategies to change aggressive behavior</li> <li>• Teaching social skills/social skills groups</li> <li>• Counseling</li> <li>• Support Services</li> <li>• Design intervention, education and instruction</li> </ul>   | Special Education Coordinators, teachers, team members, social workers, guidance counselors | Ongoing        | Annual Team Meeting or reconvened meeting | In Place      |
| Include in student's IEP positive behavioral interventions, strategies, and supports to address behavioral difficulties, including social and emotional development, resulting from autism spectrum disorder. IEPs may include goals & objectives such as: <ul style="list-style-type: none"> <li>• Improve sharing, turn taking or thinking before acting</li> <li>• Develop ability to carry-on 2 way conversation</li> <li>• Identify social norms</li> <li>• Participate in friendship groups</li> <li>• Increase self advocacy skills</li> <li>• Improve speech intelligibility</li> <li>• Identify and Practice ways to react to, handle, and avoid bullying behaviors</li> </ul> Supplementary Aids & Services, Program Modifications or Supports <ul style="list-style-type: none"> <li>• Hallway or Playground monitoring by staff</li> <li>• Allow student to leave class early to avoid hallway incidents</li> <li>• Use social stories to develop understanding of difficult situations</li> <li>• Provide PD for school staff</li> <li>• Help peers understand classmate's disability</li> <li>• Use assistive technology, para, or interpreter</li> <li>• Arrange for student to remove himself from situation where bullying behaviors occur</li> </ul> (Technical Assistance ALLIANCE for Parent Centers, a project of PACER Center, Inc) | Special Education Coordinators, teachers, team members, social workers, guidance counselors | Ongoing        | Annual Team Meeting                       | In Place      |

D. Referral to outside services.

| <b>ACTION STEPS</b>      | <b>BY WHOM</b>                        | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b>   |
|--------------------------|---------------------------------------|----------------|------------------|-----------------|
| Create Referral Protocol | Director PPS, Director of SW Services | Complete       | Annually         | <b>Complete</b> |

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

- A. Specific bullying prevention approaches.
- B. General teaching approaches that support bullying prevention efforts.

A & B: Refer to Appendix B

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

- 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 will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,<sup>1</sup> 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. The school or district 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 school or district 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.

##### 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.

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<sup>1</sup> See Appendix A for Sample Incident Reporting Form.



## 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.

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

#### 1. Safety Action Plan

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 an appropriate and safe educational environment may include, but not be limited to, creating a personal action 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 to whom the target may immediately report and address concerns; and altering the aggressor's potential access to the target. The principal or designee will take additional steps to promote an appropriate and safe educational environment for students over 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.

#### 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 what action is being taken to prevent further acts of bullying or retaliation. 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.

- 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.

If bullying or retaliation is found, the principal or designee will promptly notify the parents or guardians of the target and the aggressor; and the principal will initiate the school's procedure for responding to bullying and 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.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the 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. One strategy that the principal or designee may use is to increase 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.**

| <b><i>ACTION STEPS</i></b>  | <b><i>BY WHOM</i></b>  | <b><i>BY WHEN</i></b> | <b><i>HOW OFTEN</i></b> | <b><i>STATUS</i></b>                     |
|---|--|-----------------------|-------------------------|--|
| The district will provide information and education to parents and guardians that are focused on the bullying prevention and intervention curricula used by the school district including: <ul style="list-style-type: none"> <li>• how parents and guardians can reinforce the curricula at home and support the district plan;</li> <li>• the dynamics of bullying;</li> <li>• online safety and cyber bullying</li> </ul> Information will be disseminated at parent events, workshops, and through materials sent home. Education will be offered in collaboration with School Councils, Special Education Parent Advisory Council, and community-based organizations to offer prevention and intervention. | Director PPS,<br>Bullying Task Force<br>Social workers, guidance counselors, deans, technology specialists, and district parent liaisons | January 30th          | Annually                | Community Summit in January of each year |

**B. Notification Requirements**

| <b>ACTION STEPS</b>  | <b>BY WHOM</b>                      | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b> |
|--|-------------------------------------|----------------|------------------|---------------|
| 1) Notification to parents and guardians in writing about the student-related sections of the Bullying Prevention and Intervention Plan in parent/guardian language(s). <ul style="list-style-type: none"> <li>• Student-related sections of the Plan</li> <li>• School's internet safety policy</li> </ul> 2) The district will post the Bullying Intervention Plan to the district website | Superintendent and School Committee | October 1      | Annually         | Completed     |

## VII. PROHIBITION AGAINST BULLYING AND RETALIATION

| <b>ACTION STEPS</b>  | <b>BY WHOM</b>                      | <b>BY WHEN</b> | <b>HOW OFTEN</b> | <b>STATUS</b> |
|--|-------------------------------------|----------------|------------------|---------------|
| 1) Include a statement prohibiting bullying, cyberbullying, and retaliation and circumstances in which prohibition will be in effect as defined in the in the student code of conduct, the student handbook, and the staff handbook.<br>2) Include in all of aforementioned policy on social networking sites such as Facebook, LinkedIn, etc. | Superintendent and School Committee | August         | Annually         | Complete      |

## VIII. DEFINITIONS

*The District will apply the definitions below (revised 8/2013), with further reference to definitions in M.G.L. c. 71, § 370, as noted. Particular schools in the District may add specific language to these definitions to clarify them, but may not alter their meaning or scope.*

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

Bullying, as defined in M.G.L. c. 71, § 370, 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.

Cyber bullying is defined as bullying through the use of technology or electronic communication, which shall include, but shall 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 shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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 in clauses (i) to (v), inclusive, of the definition of bullying. Cyber bullying shall also include 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 in clauses (i) to (v), inclusive, of the definition of bullying. § 37O(a)

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.

#### Circumstances and locations in which prohibitions will be in effect

- (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.

## **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

### 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:** \_\_\_\_\_

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): \_\_\_\_\_

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. **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.**



## 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 if necessary 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: \_\_\_\_\_**

## **APPENDIX B**

### **BULLYING PREVENTION AND INTERVENTION INSTRUCTION AND CURRICULA**

- Open Circle Bullying Curriculum – Kindergarten through grade 4
- Aggressors, Victims, Bystanders – grades 5-8
- Why Try – grades 5-12
- Project Adventure – grades 9-12
- i-Safe - grades 3-12
- Mind Up Curriculum grades 1-12

**APPENDIX C**

**2013-2014 BULLYING PREVENTION AND INTERVENTION PROFESSIONAL DEVELOPMENT**

**CPS PLANNED PD**

**Annual Faculty and Staff Training September through December 2017**  
**School Based PD is ongoing and job embedded for social workers, deans and counselors**

**STUDENT/SCHOOL ACTIVITIES**

**Bullying Summit –January 2018**  
**School Safety Summit**  
**School Site Council Meetings**  
**Open Circle Trainings for students**

*\*Trainings will be added throughout the year*

**APPENDIX D****BULLYING PREVENTION AND INTERVENTION PARENT RESOURCES AND WORKSHOPS****Bullying Summit January 2018**

**Youth Bullying Prevention Workshop for Parents to be held at school and district levels**

Teens and Violence: Bullying - Enough is enough!

Cyber-bullying: Keeping your child safe

Cyber-bullying: Help make cyberspace safe

What every parent should know about Bullying & Cyber-bullying

*\*Additional parent workshops will occur throughout the year*

**APPENDIX E****STAFF TRAINING ON EARLY SIGNS OF BULLYING, PREVENTION, & INTERVENTION**

All staff will be trained by January 2014