



Pathfinder Regional Vocational Technical High School

Bullying Prevention and Intervention Policy

Guide for staff, parents and students

2015-2016

TABLE OF CONTENTS

I. LEADERSHIP.....3

II. TRAINING AND PROFESSIONAL DEVELOPMENT.....5

III. ACCESS TO RESOURCES AND SERVICES.....6

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES.....7

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....8

VI. COLLABORATION WITH FAMILIES.....12

VII. PROHIBITION AGAINST BULLYING AND RETALIATION.....13

VIII. DEFINITIONS.....13

IX. RELATIONSHIP TO OTHER LAWS.....14

APPENDIX A: BULLYING PREVENTION AND INTERVENTION REPORTING FORM
APPENDIX B: BULLYING PREVENTION AND INTERVENTION INVESTIGATION & DETERMINATION FORM

PURPOSE STATEMENT

Pathfinder Regional Vocational Technical School District is committed to trying to provide all students with a safe learning environment that is free from bullying and cyber-bullying, where all school community members treat one another with respect and appreciate the rich diversity in our school. This commitment is an integral part of Pathfinder R.V.T.H. School's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

Pathfinder R.V.T.H.S. will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school or in school-related activities. In addition, Pathfinder R.V.T.H.S. will promptly investigate all reports and complaints of bullying, cyber-bullying, and retaliation, and take appropriate, effective action to end that behavior. Most important, Pathfinder R.V.T.H.S. will support this commitment in all aspects of its activities, including in its curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement. Pathfinder R.V.T.H.S. fully understands that it is only through a comprehensive approach and with the support of students, staff, families, law enforcement agencies, and the community that issues of violence will be prevented. Lastly, in consultation with these constituencies, Pathfinder R.V.T.H.S. has established this Bullying Prevention and Intervention Policy for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The following Policy, "Pathfinder Regional Vocational Technical School District's Bullying Prevention and Intervention Policy", addresses the nine mandated areas of compliance which are required under M.G.L. c.71, §37O, better known as the Massachusetts' Bullying and Intervention Law. In addition to the following current efforts, the administration, faculty and staff of Pathfinder R.V.T.H.S. commit to continue to improve, enhance, and update both the Policy and its implementation biennially in order to best serve the students, parents, guardians, and the community.

I. LEADERSHIP

Pathfinder R.V.T.H.S. clearly recognizes that leadership at all levels will play a critical role in developing and implementing the Bullying Prevention and Intervention Policy ("the Policy") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leaders are responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

This "Policy" is an important part of Pathfinder's mission of maintaining high standards and expectations for all students by involving teachers, parents, and community in the education of our students. Furthermore, Pathfinder R.V.T.H.S. will reflect a climate in which staff, parents, and the community foster on-going growth and change necessary to provide students with the knowledge, skills, and values they will need to lead meaningful lives.

- A. As required by M.G.L. c. 71, § 37O, this "Policy" was presented to the School Committee, the Pathfinder R.V.T.H.S. Principal, and the Safe and Healthy Schools Committee for suggestions and improvements. The Safe and Healthy Schools Committee

is made up of the following people: the Assistant Superintendent, Assistant Director for Student Services, the Director of Special Education, the Transportation Coordinator, Director of Food Services, Director of Maintenance, a School Resource Officer, the School Nurse, the District Physician, Director of Guidance, Homeless Liaison, teachers, Behavioral Specialist, representatives from the police, fire, and emergency services departments, and invited parents/guardians and students. Also, the Superintendent of Schools is available to attend these meetings when his input in matters is requested. The “Policy” was accepted and placed on the school website and hard copies are available by calling the school.

- B. Pathfinder R.V.T.H.S. will gather data which will be analyzed in order to identify patterns of behavior and possible areas of concern. Pathfinder will also continue to gather information from the School Resource Officers (SRO) reports, School Nurse’s reports, information from school administrators, and discipline reports prior to and after the enactment of the anti-bullying law. Above all, the data that is collected will be utilized to make informed decisions about prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.
- C. Pathfinder R.V.T.H.S., the Principal, or his/her designee(s), is/are responsible for the following aspects of the Policy: (1) receiving reports on bullying, (2) investigating reports regarding bullying, (3) collecting and analyzing building-specific data, (4) recording and tracking incident reports, (5) working collaboratively on specific student and staff handbooks, (6) planning and obtaining support that addresses the needs of the targets and the aggressors, (7) planning and overseeing evidence-based social competency, violence prevention, and anti-bullying programs utilized at Pathfinder, (8) overseeing the adherence to policies and protocols, including the Acceptable Use and Internet Safety Policy along with the Misuse of Internet Policy (9) and leading the parent/guardian, family, and community engagement efforts through newsletters, information on the school website, presentations to the community, utilization of the parent/guardian and family programs for the evidence-based bullying prevention, social competency, and violence prevention curricula, and collaboration with the Special Education Parent Advisory Council (PAC), the School Council, General Advisory Committee and community agencies like the Griswold Behavioral Health Center.

Pathfinder R.V.T.H.S. will be responsible for the implementation and the oversight of: (1) the planning of the required professional development of teachers, (2) the development and revising of policies and protocols in conjunction with the School Committee, (3) amending the student and staff handbooks, (4) reviewing and updating the” Policy” biennially, (5) working collaboratively to provide students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians to the maximum extent possible, annual written notice of the relevant student-related sections of the “Policy”, (6) working to provide staff with annual written notice of the “Policy”, (7) and ensuring that the “Policy” is posted on the school website.

- D. *(Please see the **Purpose Statement** at the beginning of this document)* In addition, Pathfinder R.V.T.H.S. expects that all members of the school community will treat each other in a civil manner and with respect for differences. We as a school understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to

becoming targets of bullying, harassment, or teasing. Most important, Pathfinder R.V.T.H.S. will continue to take specific steps to maintain a safe and 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Pathfinder R.V.T.H.S. will provide annual training for all school staff on the “Policy” that will include staff duties under the “Policy”, 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 social competency, bullying prevention, and violence prevention curricula to be offered at all grades throughout the school. 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. Also, substitute teachers will be provided with information on Pathfinder’s Bullying Policy, the Bullying Prevention and Intervention Policy, and the Anti-Discrimination and the Anti-Harassment Policy and Grievance Procedure, then sign an acknowledgement form for the receipt and understanding of the received information with a copy be kept in their employment folder.
- B. There will be tiered professional development to build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be driven by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - (iv) 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;
 - (v) information on the incidence and nature of cyber bullying; and
 - (vi) Internet safety issues as they relate to cyber bullying.
- C. 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) and/or Section 504 Plans. This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by Pathfinder R.V.T.H.S. for professional development include:

- 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 and progressive 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.

- D. Pathfinder R.V.T.H.S. will provide all staff with annual written notice of the “Policy” by publishing information about it, including sections related to staff duties, in the Staff Handbook.

III. ACCESS TO RESOURCES AND SERVICES

- A. Pathfinder R.V.T.H.S. has Administrators, Teachers, the Director of Pupil Services and Special Education Staff, the School Nurse, Counselors, Adjustment Counselor, Behavior Specialist, Related Service Providers, Department Chairs, Health Teachers, School Resource Officer, School Monitor, Paraprofessionals, Bus Drivers, Community Partners, and Outside Service Agencies and Providers that will work together regarding preventing and addressing bullying issues.
- B. Pathfinder R.V.T.H.S. will offer counseling and other services to both the targets and aggressors through the School Counselors, Adjustment Counselor, Behavior Specialist, District Related Service Providers like School Psychologists, and Community Service Providers and Agencies.
- C. Students with disabilities - As required by M.G.L. c. 71B, § 3, as amended by M.G.L. c.71 § 37O and 603 CMR 49.00, when the IEP/Section 504 Team determines that 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/Section 504 Plan to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services – In those instances, when and where it is appropriate, Pathfinder R.V.T.H.S. will make outside referrals regarding out-of-school services to students and their families.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Bullying prevention, social competency, and violence prevention curricula (The ABC’s of Bullying) will be used as our research-based and will emphasize the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
 - emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students’ skills for engaging in healthy relationships and respectful communications; and

- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Students will be taught about the student-related sections of the Bullying Prevention and Intervention Policy. The “Policy” will be reviewed with all students at the beginning of each school year.

- B. General teaching approaches will support bullying prevention efforts. The following approaches are integral to trying to establish a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- 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

- A. **Reporting bullying or retaliation** – “Bullying: 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 the victim that (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school.” For the purpose of this section, bullying shall include cyber-bullying. The 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. Reports made anonymously will be investigated; however, the investigation may be limited due to lack of information and therefore there is no guarantee of resolution. Furthermore, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. Pathfinder R.V.T.H.S. will make a variety of reporting resources available to the school community including, but not limited to, Pathfinder’s Bullying/Cyber-bullying Reporting Form, the specific school mailing address, and the email addresses of administration, and office contact personnel.

Use of Pathfinder’s Bullying/Cyber-bullying Reporting Form is not required as a condition of making a report. Pathfinder R.V.T.H.S. will: 1) include a copy of the 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; 3) included in the Student Handbook, and 4) post it on the school’s website. The Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians to the maximum extent possible.

At the beginning of each school year, Pathfinder R.V.T.H.S. 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 website, and in information about the “Policy” 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.

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

Pathfinder R.V.T.H.S. 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 Pathfinder’s Bullying/Cyber-bullying Reporting Form.

3. False Accusations

A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action.

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

1. Safety

Before formally 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 alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the

alleged target; and altering the alleged aggressor's schedule and access to the alleged 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. (*See the Student School Handbook*)

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 pursuant to 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 "Policy" 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, alleged 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 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.

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

1. Teaching Appropriate Behavior Through Skill-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 anti-bullying, social competency, and violence prevention curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with 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 an evaluation (IST, Section 504, IEP).

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 “Policy” and with the Students’ Rights and Responsibilities.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education 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. Pathfinder R.V.T.H.S. 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 School Council, Special Education Parent Advisory Council, Open Houses, and Parent Resource Center.

B. Notification requirements. Each year Pathfinder R.V.T.H.S. will inform parents or guardians of enrolled students about the anti-bullying, social competency, and violence prevention curricula that are being utilized. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. Pathfinder R.V.T.H.S. will send parents written notice each year about the student-related sections of the “Policy” and the school's Internet Safety Policy through the Students’ Handbook. 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 to the maximum extent possible. Pathfinder will post the “Policy” and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

According to Massachusetts General Law M.G.L. c. 71, § 370 (b):

Acts of bullying, which include cyber-bullying, 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, § 370, nothing in this “Policy” requires the school district to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

The following definitions are copied directly from M.G.L. c. 71, § 370 to provide clarification, edification, and establish a common language for students, administration, staff, parents/guardians, and the community regarding the matter of bullying.

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

Bullying as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students 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 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, § 370 for the legal definition of cyber-bullying.

Hostile environment as defined in M.G.L. c. 71, § 370, 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, cyber bullying, 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 "Policy" 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 district policies.

In addition, nothing in the "Policy" 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 "Policy" covers the behavior.

PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL
Bullying/Cyber-Bullying Reporting Form

APPENDIX A

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. 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): _____

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

6. 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.

7. **Signature of Person Filing this Report:** _____ **Date:** _____
(Note: Reports may be filed anonymously.)

8. **Form Given to:** _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

**PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL
Bullying/Cyber-Bullying Investigation & Determination Form**

ADMINISTRATIVE FINDINGS

1. Yes No Is there physical or emotional harm to the target or damage to the target's property?
2. Yes No Is the target in reasonable fear for themselves or their property?
3. Yes No Is there a hostile environment for the target?
4. Yes No Are the rights of the target being infringed upon?
5. Yes No Is the ordinary operation of school being disrupted?

1. Yes No Is the behavior repeated?
2. Yes No Is the behavior an act of retaliation?

BULLYING/CYBER-BULLYING FINDINGS

Yes No Bullying/Cyber-Bullying determined
(Complete Bullying/Cyber-Bullying Report and Findings should be filed in the student discipline file.)

Yes No Bullying/Cyber-Bullying not determined – other actions taken

Describe:

Yes No Bullying/Cyber-Bullying not determined – intentionally false claim

ACTIONS

1. _____ _____ _____
2. Resource Officer Contacted Date: _____ Not Applicable
3. _____

Contact target's parent/guardian _____ Date: _____

Contact aggressor's (1) parent/guardian _____ Date: _____

Contact aggressor's (2) parent/guardian _____

Date: _____

Contact witness' (1) parent/guardian _____

Date: _____

Contact witness' (2) parent/guardian _____

Date: _____

Contact witness' (3) parent/guardian _____

Date: _____

Principal/Administrative Designee Signature

Date