

**North Adams Public Schools  
Bullying Prevention and Intervention Plan**

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## I. Priority Statement

The North Adams Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences. North Adams Public Schools is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying, harassment, and intimidation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, age, socioeconomic status, homelessness, academic status, gender identity 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 one or more of these characteristics. The school or district will take specific steps to create a safe, supportive environment for all 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.

We will not tolerate any unlawful or disruptive behavior, including (but not limited to) any form of bullying, cyber-bullying, harassment or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

## II. Definitions

Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim 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 of 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 a school. For the purposes of this section, bullying shall include cyber-bullying. (M.G.L. c. 71, § 37O)

Bystanders are students who witness the bullying, harassment and/or intimidation. Bystanders who take an active role by joining in or encouraging the behavior are referred to as 'egggers'. In addition, passive bystanders help support bullying and harassment by providing an audience and by silently condoning the behavior.

Cyber-bullying is bullying through the use of technology or any 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. (M.G.L. c. 71, § 37O)

Harassment per school discipline code is defined as unwelcome, harmful behavior that interferes with an individual's performance or creates an intimidating, hostile, or offensive school or work environment. Harassment can be a single incident or a series of incidents.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. (M.G.L. c. 71, § 37O)

Perpetrator 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, athletic coach, advisor to an extracurricular activity or paraprofessional. (The North Adams Public Schools plan uses the term *aggressor* in place of *perpetrator*.)

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.

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

### III. Statement of Prohibition

(a) Acts of harassment, bullying, and cyber-bullying, are prohibited:

- 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
- 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.

(b) 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.

(c) 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.

(d) Bullying, harassment, and other aggressive behavior directed to a staff or faculty member and other adults in the school are prohibited through school discipline policies and may include investigation by law enforcement.

(e) As articulated in the district priority statement and commonly accepted as standards for professional conduct, adults in the school community are expected to treat each other and students with respect and civility. School Committee policy (section G:BEB) states that teachers and other staff are expected to conduct themselves in a manner that sets forth a model worthy of emulation by students. Behaviors such as sarcasm, ridicule, or humiliation that directly or indirectly target other adults or students contribute to a hostile work and learning environment. These types of behaviors undermine the efficacy of bullying prevention programs and safe and supportive learning environments. Staff should be aware of and sensitive to power differentials, real or implied, between themselves and students and other staff. Staff or students who believe they have witnessed or been subjected to school or workplace harassment may voice complaint to administrators or to the district grievance officers John Franzoni and Thomas Simon. Related district policies include the non-discrimination and sexual harassment policies. Related federal and state regulations address protected categories under civil rights and anti-discrimination laws.

#### IV. Student Training, Bullying and Cyber-Bullying Prevention Education, Social Emotional Learning Curriculum and School Climate

(a) Each fall, students will be educated about the school bullying and harassment discipline policy including the relevant definitions, expectations for student behavior, reporting procedures, etc. It is recommended that a lead administrator, dean or school adjustment counselor deliver this information to all students in order to ensure consistency and that the review be documented. Educators will use age-appropriate language and descriptions while discussing the policy. Teachers will review the policy with students as needed based on student behavior. This will include school wide as well as ongoing classroom conversations that teach and build respectful and caring language and behaviors.

(b) The North Adams Public Schools will provide age-appropriate instruction on bullying prevention to all students in each grade. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development. During 2017-2018, schools are being reorganized with a change in grade levels. Elementary schools will configure to PreK through grade 6 and high school will configure to grade 7 through grade 12. The bullying prevention instructional plan is revised to reflect the new configuration.

Specific bullying prevention approaches (from DESE Model Plan). Bullying prevention curricula is informed by current research that, 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 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
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

General teaching approaches that support bullying prevention efforts (includes and expands on recommendations in the DESE Model Plan). The following approaches are integral to establishing 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
- Supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength
- Insuring all students feel welcomed, respected and connected to school through strategies such as daily greeting by name, diversified programming, and mentoring
- Scheduled times for modeling and practice of respectful language, relationship building and problem solving i.e. morning meeting, problem-solving classroom meetings

(c) Core Bullying Prevention and Social Emotional Learning Classroom Instruction:  
Grades P-6 Brayton, Greylock and Colegrove Park Elementary Schools

Grade(s)	Curriculum	Intended Outcome Areas	Unit Themes (vary by grade)
Pre-K	<i>Second Step</i>	Violence Prevention, Social Skills Development	Empathy Training, Emotion Management, Problem-Solving

K-7	<i>Second Step</i>	Violence Prevention, Social Skills Development, Bullying Prevention	Empathy Training, Emotion Management, Problem-Solving, Impulse-Control, Anger Management, Bullying Prevention (6-7), Substance Abuse Prevention (6-7), Communication (7)
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Recommendations for elementary level core bullying prevention/SEL Curriculum:

- Ensure that Second Step parent strategies are implemented in order to inform them how they can reinforce the curricula and skills at home
- Ensure that teachers are adequately assigned and supported for the teaching of a range of important health topics during the middle grades including bullying prevention and SEL curriculum
- Increase use of Responsive Classroom methods including morning meeting and use of common language
- Plan annual student training with follow-up in classrooms about cyber-bullying and internet safety
- Develop plan for delivery of internet safety classroom lesson to all students each year (free lessons are available from NetSmartz and the Massachusetts Aggression Reduction Center)
- Provide common professional development for all teachers of technology to ensure currency about internet safety and cyber-bullying
- Use faculty meetings, common planning time and/or professional development time for teachers to discuss and receive guidance about the implementation of Second Step in order to maximize the outcomes for student behavior and school climate
- To the extent possible, include all staff in training about school-wide approaches and the use of common language that is respectful, inclusive and community-building
- Explore the implementation of *Mind Up* SEL curriculum and other mindfulness based SEL curriculum
- Continue to support school-wide awareness activities, after school programs, student activities, etc. that promote bullying prevention
- Support student leadership with bullying prevention activities and curriculum
- Encourage college students to serve as positive role models and mentors with bullying prevention activities and curriculum

Additional elementary school initiatives that support safe school climate (vary by individual school and classroom):

- Supplemental Bullying Prevention and SEL lessons delivered by School Adjustment Counselor and/or classroom teacher i.e. MARC Bullying Prevention Curriculum, CHOICES, Groak Learns About Bullying, It's Not OK to Bully, Bullies are a Pain in the Brain, Don't Laugh at Me, Steps to Respect
- Responsive Classroom
- Morning Meeting
- Student Council
- Peer Mentoring

- Bullying Prevention and other Service-Learning Projects
- Student Support Center
- School Emergency Response Team
- District Safety Committee
- Bus Safety Patrols
- Progressive Discipline Model
- Bullying and Harassment Policy
- Access to School Resource Officer
- Teacher use of relevant literature
- Special student and parent programming in collaboration with the District Attorney's Office
- Education and inclusion of all school staff in common practices and language that improve school climate and mutual respect

(d) Core Bullying Prevention and Social Emotional Learning Classroom Instruction:  
Grades 7-12 Drury High School

There are few high school level, evidence-based curriculums for bullying, cyberbullying and violence prevention although multiple options are available for grades 7 and 8. During 2017-2018, all students in grades 7 through 12 will take one semester of health and physical education with one quarter devoted to health and one to physical education.

Grade(s)	Curriculum	Course/ Length	Unit Themes
7	<i>Second Step</i>	13 lessons	Empathy and Communication, Bullying Prevention, Emotion Management, Substance Abuse Prevention
8	<i>Second Step</i>	13 lessons	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention
7,8	Supplemental resource: Massachusetts Aggression Reduction Center- <i>Advisory Curriculum, Bullying &amp; Cyberbullying Prevention</i>	28 lessons of 20 minutes each	Bullying Prevention, Cyberbullying Prevention, Internet Safety

Recommendations for 9-12 high school for core bullying prevention/SEL curriculum:

- Develop schedule for ‘booster’ sessions to reinforce concepts and skills taught in grades P-8
- Possible activities include;
- Health/PE lessons using *School Connect*, the Massachusetts Aggression Reduction Center’s *Advisory Curriculum, Bullying & Cyberbullying Prevention or High School Cyberskills Curriculum*
  - Writing assignments that lead students to reflect, analyze and problem-solve about specific bullying, relational aggression, and cyber-bullying dilemmas and scenarios via English, Social Studies classes. Can use Ad Council videos as prompts.
  - Role-plays to reinforce skills via PE classes, extended homeroom periods
  - Use video vignettes and pre-planned activities available from NetSmartz to reinforce cyber-bullying prevention and internet safety concepts (<http://www.netsmartz.org/resources/activitycards.htm#hs>)
  - Drury TV classes produce vignettes and teacher-guided discussions ensue during extended homeroom periods
- Continue to integrate of Facing History and Ourselves Curriculum (evidence-based violence prevention) in Social Studies courses
  - Plan annual student training with follow-up in classrooms about cyber-bullying and internet safety
  - Support student leadership with bullying prevention activities and curriculum
  - Encourage college students to serve as positive role models and mentors with bullying prevention activities and curriculum

Additional Drury High School initiatives that support safe school climate:

- Bullying Prevention and other Service-Learning Projects
- JABOP (gay/straight alliance)
- SPIRIT (Students Promoting Involvement Respect Individualism Tolerance)
- Student Ambassadors
- MVP-trained Students
- Student Support Center
- School Emergency Response Team
- District Safety Committee
- Progressive Discipline Model
- Restorative Practices- community building circles and harm repair conferences
- Homeroom/Advisory
- Bullying and Harassment Policy
- School Resource Officer integrated into day-to-day school life
- Selection of relevant literature in English classes
- Special student and parent programming in collaboration with the District Attorney’s Office
- Student Council
- Annual student-produced Lip-Dub (since 2011) that promotes positive school climate and connectedness



## V. Staff and Faculty Training and Professional Development Plan

(a) Annual Staff Training on the Plan. Annual training for all school staff about the District Bullying Prevention and Intervention Plan will be conducted at each school under the direction of the principal. Supervisors of non-faculty employees (custodians, food service, bus drivers, coaches, after school programs, etc.) will be responsible for conducting training for their staff. Relevant sections of the plan will be published in the employee handbook.

The training will include:

- Staff duties under the plan including the requirement to report and intervene with instances of bullying or harassment
- An overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation
- An overview of the bullying prevention curricula to be offered at all grades throughout the school or district
- Information about the requirement to address the needs of students with disabilities that impact social skill development through the students' Individualized Education Program (IEP)

(b) Ongoing Professional Development on Prevention, Identification and Response to Bullying 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 (listed below) 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 make-up 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 professional development will be informed by research and will include information on:

- Developmentally (or age-) appropriate strategies to prevent bullying
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
- Information on the incidence and nature of cyber-bullying
- Internet safety issues as they relate to cyber-bullying

North Adams Public Schools conducted sessions of the required professional development on October 7, 2010, October 4, 2012, September 3, 2014 and October, 2017. Meghan McCoy, Program Coordinator for the Massachusetts Aggression Reduction Center (MARC) delivered the first two trainings Berkshire County Assistant District Attorney Robert Kinzer delivered the second two. Make-up sessions for absent staff and late hires are conducted on an ongoing basis by the district Bullying Prevention Coordinator.

(c) Training of Trainers

The district will continue to explore and support opportunities for staff to participate in ‘Training of Trainer’ sessions that enable them to provide make up sessions as well as ongoing professional development in Bullying Prevention, Identification and Response. In addition, staff members will continue to participate in ‘Training of Trainer’ sessions for delivery of prevention education curriculum and to provide in-house training to teachers.

(d) Training on Prevention Curriculum

Currently, two staff members are ‘trained trainers’ for *Second Step* curriculum (Diane Ryczek, Nancy Gallagher) and one staff is a trained trainer for *Responsive Classroom* (Nancy Gallagher). One staff is a trained trainer for *School-Connect* (Diane Ryczek). Consultation is available upon request to teachers about the implementation of these curricula. Additional group training will be offered as resources allow. Use of faculty meetings, common planning time and/or professional development time will allow teachers to discuss and receive guidance about the implementation of Second Step in order to maximize the outcomes for student behavior and school climate

(e) Training for Administrators

Administrators will be supported in participating in professional development specific to the role and responsibilities of building principals and administrators related to bullying prevention and implementation of the law.

(f) Additional Professional Development that supports Bullying Prevention, School Safety and Positive School Climate and Culture

It is recommended that the district continue to support related training such as:

- 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 problem-solving and decision-making
- Maintaining a safe and caring classroom for all students

VI. Services for Students and Families

(a) Counseling and Referral

The schools will be responsive to the underlying emotional needs of targets, aggressors, families and others affected by bullying and harassment. School administrators will refer identified students to the School Adjustment Counselor or Guidance Counselor to provide support in school and to assess the need for services outside of school. The counselor will communicate any recommendations about referrals to agencies outside of school to the parent or guardian. Referrals may be considered to private therapists, the Brien Center for Mental Health and Substance Abuse Services, local advocacy organizations, after school programming, etc.

(b) Students with Disabilities

As required by M.G.L. c. 71B, 3, as amended by Chapter 92 of the Acts of 2010, the Individualized Education Program (IEP) Team, whether at an initial, re-evaluation or annual review meeting, will discuss the child's diagnosis and school history to make a determination as to whether the child has difficulty with social skills as part of his/her disability, is vulnerable to bullying, harassment or teasing due to his/her disability or could be a possible perpetrator of bullying, harassment or teasing. If the Team determines that the student would fall into any of the above categories then the Team must develop appropriate goals and objectives within the IEP to address these issues. Please refer to Appendix F for a TEAM Checklist. Planning team meetings for students with disabilities, who are not on an IEP, should also consider whether the child falls into the above categories and should use the TEAM Checklist in Appendix F.

Strategies to consider are as follows:

- “What If” skill building activities; role playing
- Use by special education teachers of the *Social Skills Improvement System*
- Social Skills group within ADL or English classes
- Build self-awareness about behaviors that may trigger aggression from others
- Behavior plans
- Scripted scenarios that highlight the definitions of bullying such as when “teasing not teasing”
- Positive reinforcements for positive behavior when issues arise
- Review of classroom/school rules that will emphasize bullying prevention
- Defining cyber-bullying and development of plans for internet safety
- Devising safety plans such as classroom accommodations (separations from aggressor, etc.)
- Read age /achievement level appropriate novels with discussion/role playing

## VII. Collaboration with Parents

(a) Notification about Plan

Parents will be informed about relevant sections of the district plan via written newsletters, notices and the student handbook.

(b) Notification about the Prevention Curriculum

Parents will be informed about the prevention education curriculum via school and district web pages and via written notices. Teachers will use the materials available in the Second Step

program to inform parents about the content of the curriculum per program implementation guidelines.

(c) Student Discipline Policy

Parents will have access to student handbooks via the school office and web page. The bullying and harassment policy is included in the handbook.

(d) Resources for Parents

The district web site will maintain a Bullying Prevention page that is updated regularly and will contain:

- The district Bullying Prevention and Intervention Plan including reporting procedures
- Incident report forms and contact information for parents who wish to report concerns about bullying or other behavior
- Links to student handbooks
- An overview of the prevention education curriculum
- Links to resources that support parents in protecting their children from bullying, cyber-bullying and internet crimes

(e) Notification about Incidents

Per investigation and response protocol (section VII), parents will be notified if the school determines that their child was involved in bullying as a target or aggressor.

(f) Training about Bullying and Cyber-bullying

The school district will offer ongoing educational programs for parents about bullying and cyber-bullying. Parent education will be offered in collaboration with the LINCS Center, PTO's, the Special Education Parent Advisory Council, and School Councils.

VIII. Reporting, Investigation and Response to Bullying and Retaliation

(a) Reporting from Faculty/Staff

1. As mandated by the Bullying Prevention Law, all faculty and staff are required to immediately report to the principal/dean of students when he/she witnesses or becomes aware of behavior that may be bullying, cyber-bullying, or retaliation.
2. Staff should use the telephone or intercom to report matters that require immediate intervention by administration or if the staff will be delayed in submitting a written report.
3. Staff will complete a Bullying Prevention Incident Report Form and submit it to the administration.
4. Staff are not allowed to submit anonymous reports.
5. The requirement to report to the principal/dean of students 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.
6. The following list serves as a guide for staff response when confronting gateway behavior or a potential bullying or harassment situation (based on training from MARC and the DA's Office):
  - Always notice- never ignore the behavior

- Interrupt and stop the behavior
- Dismiss, support the target
- Address the aggressor
- Name the behavior
- Engage the bystanders with your verbal response
- Emphasize school expectations for behavior

i.e. “I (teacher) am offended by your eye-rolling, whispering, etc.” “We don’t allow put downs in this classroom” “That behavior hurts our school community”

- Do not focus remarks on impact on targeted child i.e. “How do you think that makes John feel?”
- Follow discipline procedure for immediate reporting if indicated
- Take steps to ensure the target is safe

(b) Reporting by Students, Parents or Guardians, and Others

1. Parents, guardians and other students serve a paramount role in protecting students from bullying and harassment. Students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation are expected to report it to the principal or dean of students.
2. Parents, guardians, and students may make a verbal report or written report to the principal or dean of students and may be assisted in completing a Bullying Prevention Incident Report Form by the administrator.
3. The Bullying Prevention Incident Report Form may be downloaded from the school and district webpage and is also available in common office areas.
4. Reports may be made anonymously by parents, guardians, students and others but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

(c) Investigation Upon the receipt of a report, the principal or dean of students will:

1. Take initial steps to restore a sense of safety and prevent further incident to the targeted student(s).
2. Follow the procedures indicated in the Flow Chart for Investigating Bullying that is aligned to the Bullying Prevention Incident Report Form. If the form has not been completed, the principal/dean of students will complete. This procedure includes gathering information about the time, location, etc., interviewing witnesses, interviewing the target, interviewing the alleged aggressor, checking the disciplinary record for prior incidents of harassment, bullying or retaliation and making a determination whether bullying or retaliation has occurred.
3. If the report involves students from another school or school district, the principal of that school will be notified by telephone.
4. If, at any point during an investigation, the principal/dean of students has a reasonable basis to believe that criminal charges may be pursued, the School Resource Officer will be consulted and the North Adams Police will be notified.

(d) Response If it is determined that bullying or retaliation has occurred, the principal/dean of students will take the following steps to prevent recurrence and to ensure that the target is not restricted in participating in school:

1. Assign disciplinary consequences to the aggressor per the student handbook code and implement aggressor interventions per the Safety Plan (Appendix E).
2. Complete or refer to the school counselor to complete the Safety Plan with the targeted student and to assure for follow up to the Safety Plan (Appendix E).
3. Promptly notify the parents of the aggressor and the target about the results of the investigation and about what actions are being taken to prevent further acts.
4. Notice to parents must comply with state and federal privacy laws and regulations.
5. If indicated, refer the target and family and the aggressor and family to the school counselor to assess need for counseling or referral.
6. Follow up with the aggressor to review progress.
7. Submit report to principal and superintendent.
8. It is the responsibility of the principal and deans to consider if reports of harassment, bullying and other conduct also constitute discriminatory harassment per federal and state civil rights regulations or laws. If the behavior causes a hostile environment, the school may be obligated to extend the scope of the response beyond the interventions with the target and aggressor. For example, a more comprehensive response could include: convening the emergency response team or instructional leadership team to plan response, re-education to students and staff about expectations for behavior and policies against discrimination, conducting outreach to members of the targeted group to identify problems, holding classroom discussions and staff training to increase awareness about discrimination, re-posting information about how to report harassment violations and contact information for the district civil rights coordinator, reviewing policies for needed revisions, increasing supervision in identified areas, etc.
9. If the targeted student or parent/guardian are not satisfied with the determination of the investigation, they can appeal to the superintendent. Targeted students are expected to report any reoccurrences or retaliatory behaviors by the aggressor.

#### IX. Internet Safety Policy

The student handbooks contain the section *Computer and Electronic Use Policy*. Both parents and students are required to sign an Acceptable Use Agreement at the beginning of each school year in order for the student to use computers and to access the internet at school. Internet access is allowed for educational purposes only. The policy prohibits inappropriate use of computers and the Internet including social network sites, music and gaming sites, cyber-bullying, 'sexting', engaging in illegal activities and damaging equipment. Violations result in disciplinary action. The district uses filters to block inappropriate sites. Additional school district policy also prohibits the use of cell phones and other portable electronic devices during the school day.

#### X. Leadership and Ongoing Review of Plan

The initial district plan was developed in collaboration and consultation with multiple members of the school community and was finalized in December, 2010. A district-wide Bullying Prevention and Intervention Task Force re-convened during fall, 2012 to review and revise the plan, to examine the prevalence of bullying-related behaviors and to provide leadership and advocacy. Members include administrators, counselors, faculty, parents, and community representatives. District administrators, deans of students and school adjustment counselors also provided leadership with the development of the plan.

The plan was reviewed and discussed at various school and community forums and was posted for public comment on the district website. Revisions were made again during fall, 2013 after amendments to M.G.L. c. 71, § 37O.

The Bullying Prevention Task Force reconvened during 2014-15. The plan was revised based on a review of the prevalence of bullying-related behavior, amendments to the legislation, and concerns brought forward by the task force. The revised plan and recommendations from the task force were presented to district administrators in June 2015. The Bullying Prevention Task Force reconvened again during 2016-17 and revised the plan based on a review of the prevalence of bullying-related behaviors and concerns brought forward by the task force. The revised plan was presented to and approved by district administrators in May 2017. The plan and supporting documents (policies, forms) are currently being implemented and will be reviewed and revised on an ongoing basis with input from a broad spectrum of stakeholders. At a minimum, a review will occur prior to the opening of each school year with a full review by the task force every two years. Under the direction of the superintendent, administrators are responsible for assessing the prevalence and dynamics of bullying and harassment within the schools. They are responsible for maintaining currency with research on ways to prevent and respond to bullying. They are responsible for reviewing the efficacy of the procedures and strategies articulated within the plan. All parties will collaborate to revise the plan as indicated based on assessment and review.

## APPENDIX A

Drury High School Student Handbook Policy  
(Greylock, Colegrove Park and Brayton Elementary Student Handbook Policies are the same with minor language substitutions. They can be viewed on the school websites)

### **HARASSMENT (M.G.L. c.76, s. 5), BULLYING (M.G.L. c. 71, § 37O), Related M.G.L's**

Drury High School is committed to equal educational and employment opportunity for all members of the school community without discrimination because of race, color, national origin, religion, political belief, handicap, sex, age, sexual orientation, socio-economic status, or marital status. The school district recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity 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 one or more of these characteristics.

Members of the school community are expected to treat each other with respect and dignity at all times. The language and behavior of hatred, intolerance, and violence interfere with the educational process and are prohibited at school and at all school related events. Each staff member shall be responsible for maintaining an educational environment free from harassment. Each student shall be responsible in respecting the rights of his/her fellow students, ensuring the rights of his/her fellow students, and ensuring an atmosphere free of all forms of harassment. Drury High School will take appropriate steps to respond to harassment and/or forms of bullying that takes place off school grounds if it has originated at or carries over into the school environment. Harassment is defined as unwelcome, harmful behavior that interferes with an individual's performance or creates an intimidating, hostile, or offensive school or work environment. Harassment can be a single incident or a series of incidents.

Harassment may take the form of verbal, electronic, and/or written remarks of a suggestive or derogatory nature (including but not limited to name-calling, continued comments, symbols, caricatures, graffiti, notes, cartoons, written communication on desks, lockers, personal property), unwelcome touching of a person or person's clothing, physical contact, intentionally impeding movement, gestures, threatening looks, facilitating social exclusion, intimidation, assault, extortion, threats, put downs, name calling, rumors, false accusations of harassment, outwardly and/or silently instigating others, bystander to acts of aggression. Other indirect forms may include gossip and innuendo.

Sexual harassment may take the form as stated above as well as leering, voyeurism, displaying lewd or sexually explicit photographs or materials, or continuing to express sexual interest after being informed that the interest is unwelcome. Sexual orientation harassment may take any of the forms above and may be based on actual or perceived sexual orientation or affiliation with people of an actual or perceived sexual orientation.

Cyber-bullying can include the transmission of words, photos, movies, images, etc by electronic means including, but not limited, to cell phones, Internet, computer etc. Cyber-bullying/harassment includes, but is not limited to, the following misuses of technology:



harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of Drury High School by sending or posting inappropriate or derogatory messages, digital pictures, images, or website postings.

Bystanders: The district prohibits active and passive support for harassment and/or intimidation. Students are encouraged to support other students who walk away from these acts when they see them, constructively attempt to stop them as safety permits, and report these acts to teachers or administration. Students are encouraged to report harassment whether a victim or observer.

False Reporting: Students who make false reports associated with Bullying, Harassment, etc. (i.e. as the target of and/or substantiating a false report) will be subject to strict disciplinary measures, including but not limited to out of school suspension.

***Definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.***

Perpetrator (Aggressor) 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, § 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.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated. (Often referred to as "victim")

\* The third offense of harassment against a target will warrant a finding of bullying and will be documented as such in the aggressor's discipline record. Administrators will consider all past infractions that are documented in the student record regardless of time lapsed. Consultation with police will occur after a third offense of harassment against a single target to consider a charge of criminal harassment or other criminal charges.

***Procedures:*** A student or staff member who feels that they are the target or witness to harassing behavior should proceed as follows:

1. With less serious forms of harassment, the student/staff member may choose to attempt to resolve it informally. For example, the student may point out the harassing behavior to the perpetrator and request that the behavior stop. If the student doesn't want to confront the perpetrator alone, he or she may ask a parent/guardian, a teacher or a school counselor to help. If the harassing behavior is in a classroom, the student is encouraged to inform the teacher. The student may request Peer Mediation.
2. With any type of harassing behavior, the student/staff member may choose to file a complaint with the school administration. The student should inform a school counselor, the Principal or the Dean of Students of the harassing behavior. The Principal or designee (i.e. counselor) will assist the student in documenting the harassing behavior.
3. The Principal, and/or their designee will investigate the complaint and if substantiated, will determine the disciplinary and/or legal response. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of anonymous report.
4. Students/staff may also consult the district policy specific to sexual harassment.
5. Any person who threatens intimidates or retaliates against a victim or witness involved in an investigation of harassment shall be subject to discipline determined by the administration. This may include recommendation for expulsion.
6. All school employees are required to report alleged violations of this policy to the principal or his/her designee and to take immediate appropriate steps to intervene in an imminent situation.
7. Victims of physical assault, sexual assault, and personal harassment also have the right to pursue police or legal action outside of school. The school may report illegal acts to the police including vandalism, sexual assault, and threat of harm.

## **CATEGORIES OF HARRASING BEHAVIOR AND STUDENT DISCIPLINARY**

**RESPONSES:** (The list of behaviors is not all inclusive. The responses are guidelines with the individual disciplinary responses left to the discretion of the Dean of Students and/or Principal).

Category 1: Indirect verbal remarks, innuendo

*Response:* Teacher set limits, and if possible facilitates discussion about harassing language

Category 2: Indirect remarks targeted to an audience

*Response:* Same as #1 and warning referral for counseling or detention

Category 3: Nonviolent physical contact

*Response:* Same as #2

Category 4: Direct verbal remarks or name-calling

*Response:* Teacher set limits and discipline office referral, recommend in school suspension (SI)

Category 5: Written Communications

*Response:* Discipline office referral, recommend in school suspension (SI)

Category 6: Supporting, encouraging harassing behavior or intimidation by other students

*Response:* Discipline office referral, recommend in school suspension (SI). With the victim's consent and a first offense in one of the above categories, the assistant principal may offer mediation led by the Peer Mediation Team, a school counselor, or administration in lieu of punishment or with a reduced punishment.

Category 7: Violent physical advance including threat of sexual or physical assault and impeding passage

Category 8: Written communication that also deface or vandalize personal or school property

Category 9: Pushing, shoving, grabbing

Category 10: Physical fighting or sexual assault

*Response for Categories 7-10:* Discipline office referral, recommend out of school suspension (SE) Parents/Guardians of offending students will be encouraged to attend one or more conferences to review behavior & strategies for correction. Repeated offenses of any of the above will result in more severe penalties that may include recommendation for expulsion, and/or pursuit of criminal charges. Harassment can be a criminal offense. The third offense of harassment against a target will warrant a finding of bullying and will be documented as such in the aggressor's discipline record. Administrators will consider all past infractions that are documented in the student record regardless of time lapsed. Consultation with police will occur after a third offense of harassment against a single target to consider a charge of criminal harassment or other criminal charges.

ADDENDUM TO BULLYING & HARASSMENT POLICY  
Reporting, Investigation and Response to Bullying and Retaliation

(a) Reporting from Faculty/Staff

1. As mandated by the Bullying Prevention Law, all faculty and staff are required to immediately report to the principal/dean of students when he/she witnesses or becomes aware of behavior that may be bullying, cyberbullying, or retaliation.

2. All incidents of targeted harassment (Categories 4 – 10 above) must be reported to the principal/dean of students via the discipline referral procedure.
3. Staff should use the telephone to report matters that require immediate intervention by administration or if the staff will be delayed in submitting a written report.
4. Staff will use their discretion in determining whether the behavior warrants an office referral form or a Bullying Prevention Incident Report Form based on the severity of the behavior.
5. Staff are not allowed to submit anonymous reports.
6. The requirement to report to the principal/dean of students 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.
7. The following list serves as a guide for staff response when facing a bullying or harassment situation (based on training from MARC and the DA's Office):
  - a. Interrupt and stop the behavior
  - b. Dismiss, support the target
  - c. Address the aggressor
  - d. Engage the bystanders
  - e. Name the behavior
  - f. Emphasize school expectations for behavior
  - g. Follow discipline procedure for immediate reporting
  - h. Take steps to ensure the target is safe

(b) Reporting by Students, Parents or Guardians, and Others

1. Parents, guardians and other students serve a paramount role in protecting students from bullying and harassment. Students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation are expected to report it to the principal or dean of students.
2. Parents, guardians, and students may make a verbal report or written report to the principal or dean of students and may be assisted in completing a Bullying Prevention Incident Report Form by the administrator.
3. The Bullying Prevention Incident Report Form may be downloaded from the school and district webpage and is also available in common office areas.
4. Reports may be made anonymously by parents, guardians, students and others but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

(c) Investigation Upon the receipt of a report, the principal or dean of students will:

1. Take initial steps to restore a sense of safety and prevent further incident to the targeted student(s).
2. Follow the procedures indicated in the Flow Chart for Investigating Bullying that is aligned to the Bullying Prevention Incident Report Form. If the form has not been completed, the principal/dean of students will complete. This procedure includes gathering information about the time, location, etc., interviewing witnesses, interviewing the target, interviewing the alleged aggressor, checking the disciplinary record for prior incidents of harassment, bullying or retaliation and making a determination whether bullying or retaliation has occurred.

3. If the report involves students from another school or school district, the principal of that school will be notified by telephone.
4. If, at any point during an investigation, the principal/dean of students has a reasonable basis to believe that criminal charges may be pursued, the School Resource Officer will be consulted and the North Adams Police will be notified.

(d) Response If it is determined that bullying or retaliation has occurred, the principal/dean of students will take the following steps to prevent recurrence and to ensure that the target is not restricted in participating in school:

1. Assign disciplinary consequences to the aggressor per the student handbook code and implement aggressor interventions per the Safety Plan (Appendix E).
2. Complete or refer to the school counselor to complete the Safety Plan with the targeted student and to assure for follow up to the Safety Plan (Appendix E).
3. Promptly notify the parents of the aggressor and the target about the results of the investigation and about what actions are being taken to prevent further acts.
4. Notice to parents must comply with state and federal privacy laws and regulations.
5. If indicated, refer the target and family and the aggressor and family to the school counselor to assess need for counseling or referral.
6. Follow up with the aggressor to review progress.
7. Submit report to principal and superintendent.
8. It is the responsibility of the principal and deans to consider if reports of harassment, bullying and other conduct also constitute discriminatory harassment per federal and state civil rights regulations or laws. If the behavior causes a hostile environment, the school may be obligated to extend the scope of the response beyond the interventions with the target and aggressor. For example, a more comprehensive response could include: convening the emergency response team or instructional leadership team to plan response, re-education to students and staff about expectations for behavior and policies against discrimination, conducting outreach to members of the targeted group to identify problems, holding classroom discussions and staff training to increase awareness about discrimination, re-posting information about how to report harassment violations and contact information for the district civil rights coordinator, reviewing policies for needed revisions, increasing supervision in identified areas, etc.
9. If the targeted student or parent/guardian are not satisfied with the determination of the investigation, they can appeal to the superintendent. Targeted students are expected to report any reoccurrences or retaliatory behaviors by the aggressor.

Under law, this form can be filled out anonymously except by school staff.  
 \* Please fill out this form even if you are missing some of the information, for example, you may not know the name of a target

<b>Drury High School Harassment &amp; Bullying Prevention/Intervention Reporting Form</b>	
Name of Alleged Aggressor(s): _____	
Name Alleged Target(s): _____	
Date of Initial Report: _____ Date of Initial Incident: _____	
Name of Person(s) Reporting: _____ Phone: _____ Cell: _____ Email: _____ Check: <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Administrator <input type="checkbox"/> Staff [specify role] _____ <input type="checkbox"/> Other [specify] _____	
Location/Description of Incident: Be Specific _____ _____ _____ _____ _____ _____ _____	
Is the alleged bullying or harassment on the basis of any of the following categories (real or perceived)? Check all that apply <input type="checkbox"/> Sex including sexual harassment, gender-based harassment <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Race, color or national origin <input type="checkbox"/> Religion <input type="checkbox"/> Disability	
Witnesses (List people who saw the incident or have information about the incident) Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Staff Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Staff Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Staff	
_____ Signature of Person Filing this Report	_____ Date
Date Received by Dean of Students Office: _____	

**Please submit this form to Dean of Students' Office.**

Form Revised 6/12/15

Investigator(s): \_\_\_\_\_  
 Dean of Student       Dean of Curriculum       Principal

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Interviewed Target Name: \_\_\_\_\_ Date: \_\_\_\_\_

Target's Impact Statement: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Attach additional documents as needed)

Interviewed Witnesses: Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Any prior documented incidents by the aggressor?       Yes     No  
 If yes, have the incidents involved target or target group previously?       Yes     No  
 Any previous incidents with findings with Harassment?       Yes     No  
 Any previous incidents with findings with Bullying?       Yes     No  
 Any previous incidents with findings with Retaliation?       Yes     No

Summary of Investigation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Conclusion of Investigation/Incident Documented As:  
 Bullying     Retaliation     Other [i.e. harassment, conflict] \_\_\_\_\_

Action:  Educational Talk     Warning     Detention     Ext. Det.     Sat. Det.     SI     SE  
 Loss of Privileges     Other: \_\_\_\_\_

If a determination is made of bullying or retaliation, the following steps are required.  
 Contacts:  Target's Parent/Guardian      Date: \_\_\_\_\_  
 Aggressor's Parent/Guardian      Date: \_\_\_\_\_  
 School Adjustment Counselor      Date: \_\_\_\_\_  
 Law Enforcement      Date: \_\_\_\_\_

Follow Up & Date:  
 Target      Date: \_\_\_\_\_ Recommended Actions: \_\_\_\_\_  
    [i.e. Safety Plan with SAC, SSC check in]  
 Aggressor      Date: \_\_\_\_\_ Recommended Actions: \_\_\_\_\_  
    [i.e. Safety Plan with SAC, SSC check in]

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Review Date & Signature: \_\_\_\_\_  
 Date Forwarded to Superintendent: \_\_\_\_\_  
 Disposition shared with referring teacher, if referral was made because of classroom  
 behavior: \_\_\_\_\_

## Elementary School Bullying Prevention & Intervention Incident Reporting Form

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Person(s) Reporting: \_\_\_\_\_ Telephone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Cell Phone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ E-Mail: \_\_\_\_\_

Check whether you are:  Student  Staff Member (specify role) \_\_\_\_\_

Parent/Guardian  Administration  Other (specify) \_\_\_\_\_

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Name of alleged Target(s): \_\_\_\_\_ Grade: \_\_\_\_\_

Name of alleged Aggressor: \_\_\_\_\_ Grade: \_\_\_\_\_

Date the incident occurred: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time of incident: \_\_\_\_\_

Location (be specific): \_\_\_\_\_

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Attach additional paper with description if more space is needed.

Is the alleged bullying or harassment on the basis of any of the following categories (real or perceived)? Check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Sex including sexual harassment, gender-based harassment | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Race, color or national origin                           | <input type="checkbox"/> Religion           |
| <input type="checkbox"/> Disability   |   |

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

Name: \_\_\_\_\_ ( ) Student ( ) Staff ( ) Other \_\_\_\_\_

Name: \_\_\_\_\_ ( ) Student ( ) Staff ( ) Other \_\_\_\_\_

Name: \_\_\_\_\_ ( ) Student ( ) Staff ( ) Other \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of person filing this report Date

**Submit this form to building principal. Under law, this form can be completed anonymously except by school staff**



Administrative Use Only

Form given to: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Investigator(s): \_\_\_\_\_

Position: \_\_\_\_\_ Principal \_\_\_\_\_ Dean of Students \_\_\_\_\_ SSC \_\_\_\_\_ SAC

Interviews:

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

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

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

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

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

Any prior documented incidents by the aggressor? \_\_\_\_\_ Yes \_\_\_\_\_ No

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

Any previous incidents with findings of BULLYING, RETALIATION \_\_\_\_\_ Yes \_\_\_\_\_ No

**Summary of Investigation:** (attach additional information to document)

**Conclusion of Investigation:** Finding of Bullying or Retaliation \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Bullying \_\_\_\_\_ Retaliation

Incident documented as: \_\_\_\_\_

Discipline referral: \_\_\_\_\_

Forwarded to Special Ed. Coordinator on \_\_\_\_/\_\_\_\_/\_\_\_\_

Contacts:

\_\_\_\_\_ Target's Parent/Guardian Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_ Aggressor's Parent/Guardian \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_ Law Enforcement \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_ School Adjustment Counselor \_\_\_\_/\_\_\_\_/\_\_\_\_

Action:

\_\_\_\_\_ Loss of Privileges                      \_\_\_\_\_ Detention # of days \_\_\_\_\_  
\_\_\_\_\_ Educational Talk                      \_\_\_\_\_ JRC # of days \_\_\_\_\_  
\_\_\_\_\_ In School Suspension # of days \_\_\_\_\_  
\_\_\_\_\_ Out of School Suspension # of days \_\_\_\_\_  
\_\_\_\_\_ CHINS filed

Safety Plan:    \_\_\_\_\_ Yes            \_\_\_\_\_ No            \_\_\_\_\_ On File

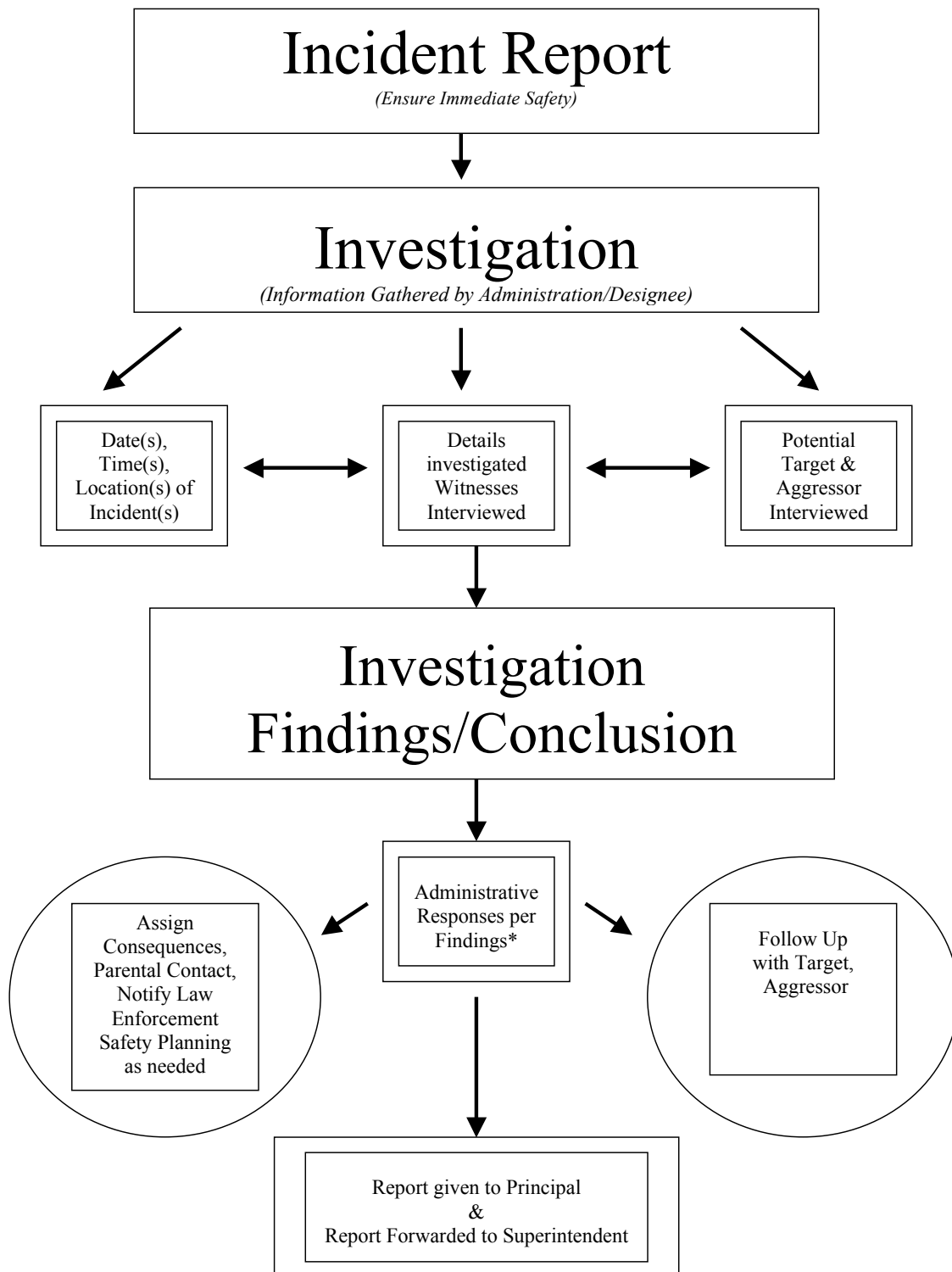
Follow up with Target scheduled: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_    Initial when completed \_\_\_\_\_

Follow up with Aggressor scheduled \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_    Initial when completed \_\_\_\_\_

Report given to Principal \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Disposition shared with classroom teacher, if referral generated because of classroom behavior \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Signature of Investigator: \_\_\_\_\_    Title: \_\_\_\_\_



\* Regular School Policy & Consequences Enacted when Investigation determines no finding of Bullying or Retaliation

## Safety Plan Guidelines, Target Interventions & Aggressor Interventions

### 1. Safety Plan Guidelines.

**Safety plan should be utilized after bullying determination is made.** Immediate safety need can and should be addressed during the initial interview.

Initial Safety Plan meeting should be with the target, and be completed by an identified support person or with an identified support person present.

The attached checklist provides a menu of possible options. Choice of options should reflect where the target is feeling unsafe.

Utilize the checklist with the student as a guide to frame your questions about which interventions would assist them to feel safe ( i.e. Would it help to use a different school entrance?).

Staff person completing the safety plan is responsible for referring any indicated interventions to the appropriate personnel.

### Target support/interventions

These interventions should be developed through discussion and in mutual agreement regarding what actions will keep the student safe, for the most part they are optional. **The target should not have limited school freedom or schedule changes due to aggressor actions unless they are voluntary .**

### Aggressor interventions

One of the administrative team should meet with the aggressor. **These interventions are not optional.** Meeting with the aggressor should be to inform them of the interventions. Interventions should be determined prior to the meeting by the administrative team following and informed by the target interview. Target should not be present at this meeting.

### Additional Information

*Classes only suspension—This would entail the student being restricted to attendance of academic classes only. Transition times and social times would be @ alternative times or settings. i.e. Upon arrival to school student would report to office (or specified location) he/she would not join the student population until his/her first academic class and then at an alternate transition time.*

(revised 10/20/2010)

## 2. Safety Plan for Target

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

Location of incident(s).

### *Where are you feeling unsafe?*

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Bus          | <input type="checkbox"/> Specials       |
| <input type="checkbox"/> Cafeteria    | <input type="checkbox"/> Classroom      |
| <input type="checkbox"/> Study Hall   | <input type="checkbox"/> Internet       |
| <input type="checkbox"/> Hallway      | <input type="checkbox"/> Bathroom       |
| <input type="checkbox"/> Walking Home | <input type="checkbox"/> School Grounds |
| <input type="checkbox"/> Other _____  |   |

### **Target Support Interventions (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
- Notification of Bus Driver
- Education/Discussion *Type of Ed.* \_\_\_\_\_ *Delivered By:* \_\_\_\_\_  
 Individual  Group  Classroom
- Bus Buddy
- Lunch Buddy
- Hallway Buddy
- Locker Change
- Seat Assignment  
 Classroom  Cafeteria  Bus
- Schedule/Classroom change
- Alternative Route/Entry
- Alternative Transition Times  
 All  Specific \_\_\_\_\_
- Alternative Bathroom *Where?* \_\_\_\_\_ -

Effective Dates \_\_\_\_\_

Review Date \_\_\_\_\_

Completed By: \_\_\_\_\_  
(signature )

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:

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### 3. Aggressor Interventions

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

- Notification of teachers
- Notification of Parents
- Notification of Police
- Increased Supervision
  - Classroom
  - Hallway
  - Other
- Administrative Check-ins
  - Name \_\_\_\_\_ Role \_\_\_\_\_
  - Daily
  - Weekly
  - Times \_\_\_\_\_
- Notification of Bus Driver
- Bus suspension
- Education/Discussion *Type of Ed.* \_\_\_\_\_ *Delivered By:* \_\_\_\_\_
  - Individual
  - Group
  - Classroom
- Seat Assignment
  - Classroom
  - Cafeteria
  - Bus
- Locker change
- Schedule/Classroom change
- Hallway Escort
- Alternative Bathroom Assignment *Where?* \_\_\_\_\_
- Alternative Route/Entry *Where?* \_\_\_\_\_
- Alternative Transition Times
  - All
  - Specific \_\_\_\_\_
- Classes Only Suspension
- Separate Setting *Where?* \_\_\_\_\_
  - All Classes
  - Specific Classes \_\_\_\_\_

Effective Dates \_\_\_\_\_

Review Date \_\_\_\_\_

Completed By: \_\_\_\_\_

(signature )

Student signature \_\_\_\_\_

(date)

Parent signature \_\_\_\_\_

(date)

Additional Notes:

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**North Adams Public Schools  
Team Checklist  
For Determination If Student's Disability Makes Them Vulnerable to Bullying,  
Harassment or Teasing**

Massachusetts General Law Chapter 92 of the Acts of 2012, *An Act Relative to Bullying in Schools*, contains sections that have specific implications for the IEP process and for students with disabilities. Section 8 states: Whenever the IEP Team evaluation indicates that a student's disability affect social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, or could be a possible perpetrator of bullying, harassment or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. (G.L. c, 71B S.3, as amended by Chapter 92 of the Acts of 2012, (*An Act Relative to Bullying in Schools.*)

Section 8 states: For students with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (G.L. c, 71B S.3, as amended by Chapter 92 of the Acts of 2012, (*An Act Relative to Bullying in Schools.*)

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_

**Student Disability Category:**

- |   |   |                                       |                                   |
|---|---|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Autism             | <input type="checkbox"/> Developmental Delay      | <input type="checkbox"/> Intellectual | <input type="checkbox"/> Health   |
| <input type="checkbox"/> Sensory Impairment | <input type="checkbox"/> Neurological             | <input type="checkbox"/> Emotional    | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Communication      | <input type="checkbox"/> Specific Learning: _____ |                                       |                                   |

*Note: Teams should be aware that students with emotional impairments, developmental delays, health impairments, communication disorders and neurological impairments are likely to have a disability that affects their social skills development. However, this could apply to students with any disability category. For students on the autism spectrum, protection under the law is automatic.*

**Check if one of the following applies to this student's situation:**

- The student's disability is on the autism spectrum
- The student's disability affects social skill development
- The student's disability may result in a vulnerability to bullying, harassment and teasing
- The student's disability may result in possible perpetration of bullying, harassment or teasing
- None of the above. (If none apply, no need to continue completing checklist.)

**Identification of Student's Impacted Skills and Proficiencies** (If box below is checked, please specify if this is an area for the student growth or an existing strength and expand on the manner in which this impacts the student's social functioning. Note: If a skill area is noted for improvement, it needs to be addressed within the IEP itself.):

- Self-Awareness** (accurately assessing one's feelings, interests, values, and strengths/abilities, and maintain a well-grounded sense of self-confidence)  
\_\_\_\_\_
- Self-Management** (regulating one's emotions to handle stress, control impulses, and preserved in overcoming obstacles; setting personal and academic goals and then monitoring one's progress toward achieving them; and expressing emotions constructively)  
\_\_\_\_\_
- Social Awareness** (taking the perspective of and empathizing with others, recognizing and appreciating individual and group similarities and differences; identifying and following societal standards of conduct; and recognizing and using family, school, and community resources)  
\_\_\_\_\_
- Relationship Skills** (establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed)  
\_\_\_\_\_
- Responsible Decision-Making** (making decisions based on considerations of ethical standards, safety concerns, appropriate standards of conduct, respect for others, and likely consequences of various actions; applying decision making skills to academic and social situations; and contributing to the well-being of one's school and community.  
\_\_\_\_\_

**Considerations for IEP Development**

- Many students, including those with disabilities, will receive support in developing appropriate skills and proficiencies within the general instruction provided to all students to avoid and respond to bullying, harassment or teasing. This includes the developmentally appropriate social and emotional learning curricula utilized by the District as specified within its Bullying Prevention and Intervention Plan.
- The IEP should address those skills and proficiencies that the Team has determined that student would be unlikely to learn solely within the general education curriculum and any supports the students needs to make learning possible in the general education curricula.
- IEP teams should consider whether modifications or services are needed for students with all types and severities of disabilities to be involved and make progress within the school or district's bullying prevention and intervention program.

**Specific Student Intervention Needs:**

- Student is able to sufficiently access development of appropriate skills and prophecies regarding his/her vulnerability to bullying, harassment, and teasing through the school and district’s social emotional learning and anti-bullying curricula, such as Positive Behavioral Supports and Second Step/Steps to Respect (at the appropriate grade level). Describe: \_\_\_\_\_
  
- Student requires additional supports, modifications or services to learn skills within the general education curricula. This could include additional opportunities for practice/rehearsal of skills; role plays; frequent reminders and review of skills in context to improve generalization; identification of a “safe” adult to check in with student or a safe location; the use of social stories to enhance skill utilization; as well as, social skills taught individually or in a small group setting, in addition to whole classroom instruction. Describe: \_\_\_\_\_

*Note:* The IEP must reflect the interventions for reducing a student’s vulnerability to bullying, harassment and teasing that are available universally in the classroom or school, as well as, any additional supports, modifications or services that need to be specifically provided to this particular student.

\_\_\_\_\_  
Parent Signatures

\_\_\_\_\_  
Special Education Coordinator/Chair/Liaison

\_\_\_\_\_  
Team Member

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Team Member

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