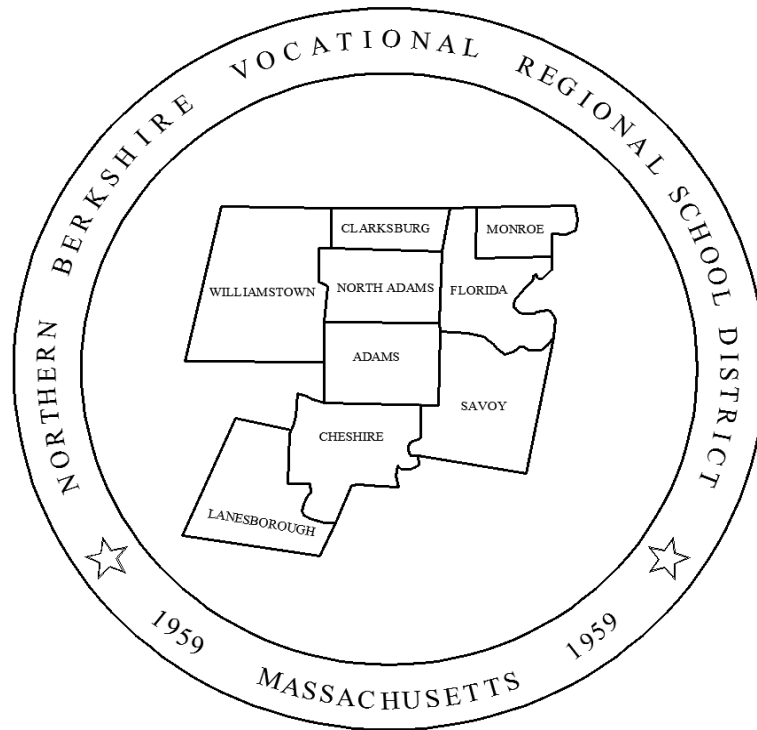


NORTHERN BERKSHIRE VOCATIONAL REGIONAL SCHOOL DISTRICT



BULLYING PREVENTION AND INTERVENTION PLAN 2021-2022

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I. PRIORITY STATEMENT

The Northern Berkshire Vocational Regional School District expects that all members of the school community will treat each other in a civil manner and with respect for differences. We are committed to providing all students with a safe learning environment that is free from harassment, bullying and cyber-bullying. This commitment is an integral part of our comprehensive effort 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 members of certain student groups, such as students with disabilities, minority groups, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment. We will take specific steps to create a safe, supportive environment for vulnerable populations in the school community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying and harassment. We will not tolerate any unlawful or disruptive behavior including any form of bullying, cyber-bullying, or retaliation, in our school, on school grounds, or at 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:

AGGRESSOR

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

BULLYING

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 target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

CYBER-BULLYING

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 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, § 370)

HARRASSMENT

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

HOSTILE ENVIRONMENT

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

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

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

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

BYSTANDERS

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 'eggheads'. In addition, passive bystanders help support bullying and harassment by providing an audience and by silently condoning the behavior.

III. STATEMENT OF PROHIBITION

McCann Technical School prohibits the acts of bullying, which includes cyber-bullying:

- 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 the school district; or through the use of technology or an electronic device.
- 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 the school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this plan requires the district or school to staff any non-school related activities, functions, or programs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

Staff Training: Annual training for all school staff will be conducted under the direction of the principal, or designee. Supervisors for non-school employees including bus drivers, will be responsible for conducting training for their staff. All relevant sections of the plan will be published in the district policy 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 district.

Staff members hired after the start of the school year are 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.

- Ongoing Professional Development: 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. As required by M.G.L. c. 71, § 37O, the content of district wide professional development will be informed by research and will include information on:
 - Developmentally, or age appropriate strategies for immediate, effective interventions to stop bullying incidents
 - Developmentally (or age-) appropriate strategies to prevent bullying
 - 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

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). For a student on the autism spectrum, and/or a student with a disability directly impacting social skills development, additional education may be provided through especial education department in accordance with that student's Individual Education Plan (IEP).

WRITTEN NOTICE TO STAFF

McCann will provide all staff with annual written notice of the Bullying Prevention Plan. This plan will be published in the district policy manual and the faculty handbook

VI. CURRICULUM AND SUPPORTING INITIATIVES

Each fall teachers will review and educate all students on the school's bullying and harassment policy. The principal will visit ninth grade classrooms in September to reinforce the school's stand on harassment and bullying. McCann staff will provide effective instruction that includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

Specific Bullying Prevention Approaches: McCann will continue to use health instructors to teach the unit on violence prevention and bullying outlined in their existing curriculum. In addition McCann will use the Second Step program supplemented with resources and materials from Teaching Tolerance organization to implement its bullying prevention curriculum. These curricula will be delivered yearly in our 9th and 10th grade transition classes. These courses were selected because every freshman and sophomore participates in them. The juniors and seniors will attend an annual presentation by the District Attorney's office on bullying. This curriculum is supported by current research which 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

Current practices at McCann that promote and support safe school climate:

- Related learning projects/senior mentors for freshman during shop week.
- Peer mediation program
- Annual principal visits to all 9th grade classrooms each September to review the harassment and bullying policy.
- Faculty presence in corridors before school and during changing of classes.
- School Emergency Response Team
- Progressive discipline model
- Bullying and Harassment Policy
- Relevant literature/writing assignments across all disciplines and grade levels.
- Staff presence at all lunches.
- Special student and parent programming in collaboration with the district attorney's office
- Consulting school psychologist on site two days a week

McCann will use a variety of venues to inform all students and parents about the Bullying Prevention Plan. These include: the web site, student/parent handbook, school wide mailings, the annual back to school information night, and annual principal visits to all 9th grade classrooms.

General teaching approaches that support bullying prevention efforts: McCann has adopted the following approaches as 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, minority groups, 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 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.

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

REPORTING BULLYING OR RETALIATION:

As mandated, all staff members are required to report immediately to the principal, or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. McCann's policy states that reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. 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 district policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. McCann will make a variety of reporting resources available to the school community including, but not limited to, the school address, principal voicemail and email and access to the Incident Reporting Form via school website. At the start of each school year McCann will include a copy of the Incident Reporting Form:

- In the back to school packets for students and parents or guardians
- Post it on the school's website
- Make copies available in the school's main office, the counseling office, and the school nurse's office.

This report will be made available in the most prevalent language(s) of origin of students and parents or guardians.

RESPONDING TO A REPORT OF BULLYING OR RETALIATION

Before fully investigating the allegations of bullying or retaliation, the principal, or designee, will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. (See Appendix C) McCann administration will follow protocol and take one or more of the following steps to ensure the safety of the target:

- Create a personal safety plan
- Pre-determine seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus
- Identify a staff member who will act as a "safe person" for the target
- Alter the aggressor's schedule and access to the target
- The principal, or designee, will also implement these strategies for protecting any 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. (Appendix C)

INVESTIGATION

McCann will continue its policy for investigating all reports of harassment or bullying promptly and thoroughly. The principal, or designee, 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, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal, or designee, will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal, or designee, will maintain confidentiality during the investigation process and the principal, or designee, will maintain a written record of the investigation. (Appendix C)

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. In making disciplinary decisions, the principal, or designee, will consider both the need for accountability and the importance of teaching appropriate behavior. Students who engage in bullying, cyber-bullying, or retaliation will be subject to a range of disciplinary actions that include, but are not limited to:

- Warning and parent phone call
- Reprimand with written notification for file and parent
- Detention(s)
- Suspension
- Expulsion from school

TEACHING APPROPRIATE BEHAVIOR THROUGH SKILLS-BUILDING

When the principal, or designee, determines that bullying or retaliation has occurred, McCann as required by law, will 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). McCann Technical School will utilize one or more of the following skill building approaches when dealing with identified aggressors.

- Offer individualized skill-building sessions based on the school's/district's anti-bullying curricula
- Provide relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- Meet with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Make a referral for evaluation.

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 district's discipline code. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), and will be followed 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.

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. These adjustments may include increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. (i.e. hallways, cafeteria, etc.), and following up with 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 additional measures immediately.

NOTIFICATION OF OTHERS

In the event school staff determines that bullying, cyber-bullying, or retaliation as defined in this handbook provision has taken place, the principal, or designee, will, in addition to taking disciplinary action:

- Notify the parent or guardian of the aggressor
- Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying, cyber-bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement. 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.
- 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 first informed of the incident will promptly notify by telephone the principal 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

VII. ACCESS TO RESOURCES AND SERVICES COUNSELING AND OTHER SERVICES

School administrators will refer identified students to their 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 made to one of the following resources: on-site school psychologist, private therapists, the Brien Center for Mental Health and Substance Abuse Services, local advocacy organizations.

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
- incident report forms and contact information for parents who wish to report
- concerns about bullying or other behavior
- link to student handbooks/policy manual
- link to prevention education curriculum
- link to resources that support parents in protecting their children from bullying, cyber-bullying and internet crime
- link to Teen Health and Wellness

STUDENTS WITH DISABILITIES

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

VIII. COLLABORATION WITH FAMILIES PARENT EDUCATION AND RESOURCES

McCann will offer education programs for parents and guardians throughout the school year 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 Berkshire County District Attorney's Office, the School Council, Special Education Parent Advisory Council, and annual parent informational meetings.

NOTIFICATION REQUIREMENTS

Annually, McCann will inform all parents or guardians of enrolled students about the anti-bullying curriculum. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. McCann will send parents a written notice each year about the student-related sections of the Bullying Prevention Plan and the schools Internet safety policy. (See Appendix D) 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. McCann will also post its plan and related information on its website.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Northern Berkshire Vocational Regional School 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 this bullying prevention plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.

APPENDIX A

(Policy in Student /Parent Handbook and Faculty Policy Manual)

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the school committee hereby deems that no student, employee or school organization under the control of the school committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the school committee shall engage in the activity of hazing any person while on school property. Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the principal, or designee including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the district are obligated by law to report incidents of hazing to the police department. Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days. Any student who participates in the hazing of another student or other person may, upon the approval of the superintendent, be suspended from school for up to ten (10) school days. Any student determined by the principal, or designee to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

HAZING

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

BULLYING

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully. As a rule bullying behavior starts in elementary school and peaks in the middle school years. However, it attracts more attention from adults when it appears in high school. There the students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate. Also, sexual harassment is, in fact, often a form of bullying. Most bullying by students starts out verbally – teasing and put-downs – and may become progressively worse and assume physical dimensions. Bullying of any type has no place in a school setting. The Northern Berkshire Vocational Regional School District will endeavor to maintain a learning and working environment free of bullying.

BULLYING

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

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, § 370)

The school committee expects administrators and teachers to make clear to students that bullying in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees. The district will promptly and reasonably investigate allegations of harassment, including bullying. The principal, or designee of each building will be responsible for handling all complaints by students alleging harassment, including bullying.

APPENDIX B
McCann Bullying Prevention & Intervention Incident Reporting Form

Today's date: ____/____/____

Person(s) Reporting: _____ Telephone: _____

Cell Phone: _____ E-mail: _____

Please check one of the following

Student _____

Student (witness/bystander) _____

Parent/Guardian _____

School Personnel _____

Other _____

Name of target(s): _____ Grade: _____

(Please print)

Name of alleged Aggressor: _____ Grade: _____

Date the incident occurred: ____/____/____ Time of incident: _____

Location (be specific): _____

Briefly describe what happened:

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

Name: _____ () Student () Staff () Other _____

Name: _____ () Student () Staff () Other _____

SIGNATURE: _____ DATE: _____

Please submit this form to the principal, or designee. Under law, this form can be completed anonymously.

APPENDIX C
McCann Technical School
Bullying/Retaliation Investigation & Tracking Worksheet

Name of alleged aggressor(s): _____

Name of alleged target(s): _____

Investigator: _____

Date(s) of investigation: _____

Any prior documented incidents by the aggressor(s)? Yes _____ No _____

If yes, did the prior incident(s) involve the same target or target group? Yes _____ No _____

Was BULLYING or RETALIATION substantiated in the prior incident(s)? Yes _____ No _____

Interviews

Target Interview Date: _____

Notes:

Aggressor Interview Date: _____

Notes:

Witness Interview Name: _____ Date: _____

Notes:

Witness Interview Name: _____ Date: _____

Notes:

INVESTIGATION SUMMARY:

DETERMINATION

Finding

Which, if any, of the following complaints were substantiated by the investigation?

Bullying _____ Retaliation _____ Claims unsubstantiated _____

If claim(s) was substantiated is the incident severe enough to warrant police notification?

Yes _____ No _____

Contacts

Date of aggressor's parent/guardian contact: _____

Date of target's parent/guardian contact: _____

Date of contact with police department (if necessary): _____

Disciplinary and Remediation Actions taken (Check all that apply)

Reprimand _____ Written Warning _____ Detention _____ Suspension _____
Expulsion _____ Counseling Referral _____ Second Step Remediation _____

Safety Planning

Safety Assessment Worksheet completed by target on _____

Briefly describe actions taken to restore target's safety:

Follow up meeting with Target schedule for _____

Summary of follow up meeting:

Follow up meeting with Aggressor schedule for _____

Summary of follow up meeting:

Signature and Title of Investigator: _____

Date incident closed: _____

APPENDIX D

NETWORK ACCEPTABLE USE POLICY ~ McCANN TECHNICAL SCHOOL

INTRODUCTION

Instruction and experience in the use of high technology resources is an essential component of an education designed to prepare students for success in the 21st century. Thus, the school provides a local area network and a connection to the Internet for use by the school community. The use of a computer based technology at the school is a privilege and is conditioned upon compliance with the provisions of this Acceptable Use Policy. Students must complete a comprehensive program of user education, sign an acceptable use contract and return a signed parental consent form before they will be authorized to use the school's hardware and software for access to the local area network and/or Internet.

TERMS AND CONDITIONS FOR USE OF NETWORK RESOURCES

Network resources must be used at all times in a manner which is efficient, ethical and legal. The school reserves the right to impose penalties on users who violate the provisions of this agreement. Penalties for violations of these provisions may include the temporary or permanent loss of network privileges, detention, suspension, expulsion, or criminal prosecution depending upon the severity of the violation. The signature at the end of this document is legally binding and indicates that the student and parent or guardian has read the terms and conditions carefully and understands their significance.

RESPONSIBLE USE OF NETWORK HARDWARE AND SOFTWARE

The user bears responsibility for the preservation and care of all hardware and software used. It is the user's responsibility to make sure that no hardware or software is destroyed, modified, or abused in any way. The user will be held accountable for any other deliberate attempts at installing or running virus-contaminated software. The illegal installation of copyrighted software on network computers is prohibited. No modifications may be made to the network without the written permission of the network administrator. Users are not allowed to bring food or drinks into any room containing computer equipment. The network administrator may require new registration and account information from the user to continue the service. The user must notify the administrator of any changes in his or her account as applicable.

APPROPRIATE USE OF ELECTRONIC RESOURCES

All use of the school's network, including but not limited to access to the Internet, must be in support of education and research and be consistent with the philosophy and objectives of McCann Technical School. Users shall abide by generally accepted standards of network etiquette in use of the network. Specifically, personal communications must be polite. Abusive or harassing language is expressly forbidden. Network accounts are to be used only by the authorized owners of the account for the authorized purpose. No user of the network shall disrupt the use of the network by other users. Users shall not intentionally modify files, data, or passwords belonging to other users, or misrepresent other users on the network. Hate mail, harassment, discriminatory remarks, profanity, and other antisocial behaviors are prohibited on the network. Use of the network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited. The policies of the school with respect to plagiarism apply fully to material obtained throughout the use of electronic resources.

ADMINISTRATIVE PRIVILEGES

The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. Also, the school will not be responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the network is at your own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through its services. The school reserves the right to log internet use and to monitor fileserver space utilization by users while respecting the privacy of user accounts.

PENALTIES AND SANCTIONS

The use of the local area network and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will determine what inappropriate use is. The system administrator may recommend closing an account at any time as required or to deny, revoke, or suspend specific user accounts in accordance with the authority of the building principal, or designee. In addition, inappropriate use

of the internet may result in school disciplinary action in accordance with the student handbook.

I understand and accept the provisions of this policy.

Student Name (Please Print)

Parent/Guardian Name (Please Print)

Student Signature

Parent/Guardian Signature

Appendix E
PROCESS FOR RESPONDING TO A REPORT OF BULLYING

