

Carlisle Public Schools



Bullying Prevention and Intervention Plan

Carlisle Public Schools

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Bullying Prevention and Intervention Plan

Carlisle Public School prohibits bullying as defined by M.G.L., c 71, 370.

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I. LEADERSHIP

On December 31, 2010, Carlisle Public School initially submitted this Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education, and posted the plan online on the Carlisle Public School website. The Plan is reviewed and updated at least every two years, as mandated by M.G.L. c. 71, § 370 sec. 5(d), s. 15.

A. Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 370, this Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

Review of the Plan involved the following constituencies:

Carlisle Faculty and Staff, a task force comprised of interested faculty, Carlisle School Association (CSA) members, the Carlisle School Advisory Council (SAC), the Carlisle Middle School Student Council, members of the Carlisle Police Department and interested community members.

Each of the above constituencies will review the Plan and make recommendations as mandated biennially. All recommendations will be reviewed by the School Council, which is comprised of faculty, parents, and a community member.

B. Assessing needs and resources.

Carlisle School Administrators, with input from community members, parents/guardians, and staff will:

- Assess the adequacy of our current programs
- Review current policies and procedures
- Review available data on bullying and behavioral incidents
- Assess available resources including curriculum and training programs

Periodically students, parents, and committee members will be surveyed. The administration in conjunction with the faculty and SAC will review the survey results looking for patterns of behavior, prevalence and characteristics of bullying behavior, vulnerable populations, and areas within the buildings or on school grounds that appear to be “hot spots” for the occurrence of bullying. The results will inform the administration and school community of procedures that need to be refined and possibly new procedures that will need to be implemented.

Interventions and prevention strategies will include, but not be limited to, increased adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight.

The Principals of each school, in coordination with the Superintendent, will receive all

bullying reports and will maintain files that will be used to determine the incidence and aggressors involved in bullying. Any staff member receiving information or who witnesses an act of bullying will be required to file a report and must submit it to a building principal. The building principal or designee will conduct an investigation of the report and will determine if an act of bullying or retaliation occurred. Notification of parents and actions taken will be documented within the form and filed as well.

Carlisle administrators in conjunction with a faculty committee will oversee the following activities:

- Planning supports that respond to the needs of targets and aggressors
- Choosing and implementing the curricula that the Carlisle Public Schools will use
- Developing new or revising current policies and protocols under the Plan, including an Internet safety policy and designating key staff to be in charge of implementation
- Amending student and staff handbooks and codes of conduct
- Leading the parent or family engagement efforts and drafting parent information materials
- Reviewing and updating the Plan every two years or more frequently

D. Priority Statements.

The Carlisle Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Carlisle Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying.* 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, disruptive behavior that can impede the learning process.

The Carlisle Public School District understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Carlisle Public Schools 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, harassment, or teasing. Carlisle Public Schools recognize that certain students may be more vulnerable to bullying or harassment based on actual or perceived 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.

The Carlisle Public School District will not tolerate any unlawful or disruptive behavior,

* In order to do this, staff will ensure that students follow the procedures as outlined in the CPS Handbook.

including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, 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.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the Carlisle Public School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. This Plan shall apply to students and members of the school staff, including but not limited to educators, administrators, and school nurses. Carlisle administrators are responsible for the implementation and oversight of the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Carlisle Public School District is committed to providing ongoing anti-bullying professional development for all staff members.

- Annual staff training on the Plan. Carlisle Public Schools will conduct annual training for all school staff on the Plan. The training may be done online, via the platform ArxEd, and will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the Carlisle Public Schools. 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 Carlisle Public Schools 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 school-wide and district-wide professional development will be informed by research and will include:
 - 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 cyberbullying

- Internet safety issues as they relate to cyberbullying

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the Carlisle Public Schools for professional development include:

- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Constructively managing classroom behaviors
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills, including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students
- Participation in anti-bullying curriculum during advisory and morning circle

- C. Written notice to staff. The Carlisle Public School District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties in the school employee packet and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. Carlisle Public Schools will provide the supports and services required to meet these needs.

- A. Identifying resources. Carlisle Public Schools will annually review the resources devoted to counseling and other services for targets, aggressors, and their families. Carlisle Public Schools currently uses Panorama to assess and monitor student social-emotional wellbeing and general school climate. This program also provides all faculty with a variety of resources and lesson plans to respond to identified areas of need. Additionally, students in grades 6 and 8 participate in the Youth Risk Behavior Survey (YRBS), which is a regionally and nationally normed assessment, to gather data regarding at risk behaviors.
- B. Carlisle Public Schools analyzes all results from surveys at least twice a year, reviews all bullying incident reports, and consults with the school psychologists, school nurse, and other school staff. Should this review demonstrate gaps or areas in which additional services are required, the district will give a high priority to filling these gaps during the budget process. In addition, should this occur, the district will establish a task force to determine additional ways to fill the gaps both through internal staffing changes and the

use of outside resources.

- B. Counseling and other services. Carlisle Public Schools is fully staffed to provide counseling services for all students who are victims of bullying. Counseling staff members meet regularly with both bullied students and aggressors as needed and develop safety plans and programs to eliminate the bullying. The district annually reviews the level of counseling services, including student/cultural/linguistic requirements during the budget development process. In the event that additional resources are required, the school will consult with appropriate agencies in the Carlisle area to find appropriate resources.

Our School Psychologists, in consultation with teachers, administrators, nurses and involved outside agencies/supports will develop, as necessary, safety plans for students who have been targets of bullying or retaliation. Students who have engaged in bullying behaviors may be placed on behavior support plans, recommended to participate in social skills groups, or recommended to participate restorative justice, and/or peer mediation. Plans shall include, but not be limited to, providing social skills programs to prevent bullying and offering education and/or intervention services for students exhibiting bullying behaviors.

- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that the student participates in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies as to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. Carlisle Public Schools will refer students and families to outside services as needed in order to provide students with additional support and education. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated annually to assess their relevance to the Plan and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Carlisle Public School District will provide age-appropriate instruction on bullying prevention which is incorporated into the school's curriculum in each grade level.

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research, which, among other things, emphasizes the following approaches:
- Using scripts and role playing to develop skills
 - Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
 - Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
 - Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies

- Enhancing students’ skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

At the beginning of the school year, each homeroom teacher, as part of the process of setting classroom expectations, will review the student-related sections of Carlisle Public Schools Bullying Prevention and Intervention Plan at an age-appropriate level. Throughout the year, leadership assemblies will be held to promote and reinforce student aspects of the Plan, anti-bullying activities, and a safe school environment. Classroom conflicts will be resolved through open circles involving teachers and students, as well as school administration and counseling staff as appropriate.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment and 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 certain students may be more vulnerable to bullying or harassment based on actual or perceived 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.
- 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
- Appropriate and safe use of the Internet
- Supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength
- Supporting vulnerable students and providing all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

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

To support efforts to respond promptly and effectively to bullying and retaliation, Carlisle Public Schools have in place policies and procedures for receiving and responding to reports of bullying or retaliation.

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A CPS staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not CPS staff members, may be made anonymously, both in paper and online reporting forms. Carlisle Public Schools will make available to the school community an Incident Reporting Form (see Appendix A).

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

At the beginning of each school year, Carlisle Public Schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the Carlisle Public Schools website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when they witness or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Carlisle Public Schools' policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Other Individuals

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

B. Responding to a report of bullying or retaliation.

1. Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, as well as the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21, who is no

longer enrolled in school, the principal or designee shall contact the local law enforcement agency should a reasonable believe of possible criminal charges may be pursued against the aggressor.

In making this determination, the principal or designee will, consistent with the Plan and applicable Carlisle Public Schools policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

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

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

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

If necessary, the principal or designee will consult with legal counsel about the investigation.

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

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and if bullying or retaliation is found, the action being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee

cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills Building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district uses a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches used by the Carlisle Public Schools may include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- Adopting behavioral plans to include a focus on developing specific social skills
- Making a referral for evaluation

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

3. Promoting Safety for the Target and Others

The principal or designee will consider which adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy

that the principal or designee may use is to increase adult supervision during transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement support immediately.

VI. COLLABORATION WITH FAMILIES

Carlisle Public Schools will engage and collaborate with students' families in order to increase schools' capacity to prevent and respond to bullying.

- A. Parent education and resources. Carlisle Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula as well as any social competency curricula used by the district or schools. The programs will be offered in collaboration with the Carlisle School Association (CSA), School Advisory Council, Concord-Carlisle Parents' Initiative, Concord-Carlisle Center for Parents and Teachers, Concord-Carlisle Community Education, the Special Education Parent Advisory Council, and other organizations.
- B. Notification requirements. Each year Carlisle Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Carlisle Public Schools will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and/or electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Carlisle Public Schools will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), which describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if

the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses and has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student 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 the 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 themselves or of damage to their property
- iii. Creates a hostile environment at school for the target
- iv. Infringes on the rights of the target at school
- v. Materially and substantially disrupts the education process or the orderly operation of a schools.

Cyberbullying is bullying through the use of technology or electronic devices, and related mediums, such as telephones, cell phones, text messages, social media, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Under M.G.L. c. 71, § 37O the legal definition of cyberbullying 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. Cyberbullying 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.

Cyberbullying 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."

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 has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Perpetrator: a student or a member of the 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 or retaliation.

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws and the policies of the Carlisle Public School District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the Carlisle Public School 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 Carlisle Public Schools' policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the 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

CARLISLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:** **Target of the behavior** **Reporter (not the target)**

3. **Check whether you are a:** **Student** **Staff member (specify role)** _____
 Parent **Administrator** **Other (specify)** _____

Your contact information/telephone number: _____

4. **Information about the Incident:**

Name and Grade of Target (of behavior): _____

Name and Grade of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

8. **Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use space on back if necessary.**

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

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

Signature: _____ **Date Received:** _____

Link to [Online Copy](#) of CPS Bully Reporting Form