



# **Central Berkshire Regional School District (CBRSB)**

## **Bullying Prevention and Intervention Plan**

## CBRSD PRIORITY STATEMENT

The Central Berkshire Regional School District (CBRSD) is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. The CBRSD asserts the rights of all students and staff to be free from harassment, intimidation, violence, bullying, or cyber-bullying, and is committed to implementing procedures and practices to prevent and respond to such actions. The CBRSD recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics. The CBRSD will provide specific support, as identified in this document, to support vulnerable students and provide all students with the knowledge, skills, and strategies needed to prevent or respond to bullying or harassment.

Promoting and providing a supportive learning environment where all students can expect to feel safe is an essential function of all schools. Students have a fundamental right to learn in a safe, supportive environment and be treated respectfully. The CBRSD Bullying Prevention and Intervention Plan is one component of the district's efforts to ensure a positive school climate designed to ensure the safety of students, support students, and, transparently, and explicitly set out the policies and programs we have in place to fulfill this important responsibility.

The CBRSD is committed to developing a shared vision of physical and emotional safety and well-being for all our schools' students. Through a collaborative community effort, CBRSD completed a Strategic Plan that prioritizes safety and well-being.

Additionally, Central Berkshire's Plan has been updated to reflect Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §37O, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §37O. Consistent with this change, we recognize that certain enumerated categories of students<sup>1</sup> maybe more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. This includes recognizing the steps we will take to support these vulnerable students and providing all students the skills, knowledge, and strategies they need to prevent or respond to bullying or harassment. We are committed to notifying and assisting parents/caregivers of targets of bullying and the availability of the Department's problem-resolution system.

Additionally, we have updated digital systems and structures that are easily accessible in place to efficiently collect and report the following data to the Department: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.

Further, we require the administration of the MA DESE-developed VOCAL Student Survey each year following MCAS administration to assess "school climate and the prevalence, nature, and severity of bullying in schools."

Central Berkshire is fully committed to exceeding our legal requirements to maximize safe and healthy learning settings for all students.

Newly amended G.L. c. 71, §37O(d)(3) reads in relevant part: *Each plan shall recognize 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 1 or more of these characteristics.*

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<sup>1</sup>The CBRSD Bullying Prevention and Intervention Plan is modeled after the Department of Elementary and Secondary Education (Department) Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O. The CBRSD Plan's format parallels the draft *Behavioral Health and Public Schools Framework*.

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## **I. LEADERSHIP**

The CBRSD Leadership is committed to a shared vision of a positive and inclusive school. Such commitment presumes the inclusion of a broad range of stakeholders in the development of the plan, ensuring adequate resources to support the planning and implementation, and taking a strategic approach to communicating the resulting policies, programs, and procedures.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the CBRSD plan was developed by a committee composed of a broad range of stakeholders and with the support and guidance of local law enforcement and mental health professionals. Representatives from all CBRSD schools, including parents, School Adjustment Counselors, school psychologists, teachers, guidance, and administrators participated in the development of the district plan. Throughout the process the committee took advantage of counsel from Berkshire County District attorney's Office, law enforcement officials, Massachusetts DESE staff, behavioral consultants, Community Service-Learning Coordinators, and community representatives.
- B. Assessing needs and resources. Each of the CBRSD schools has existing healthy school climate initiatives that reflect their unique environments, meet the developmental needs of their students, and take advantage of the community and staff resources. The development of the district-wide plan facilitated communication between buildings and enabled district leaders to assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. The district planning team also made extensive use of local resources including the Berkshire County District Attorney's office, DESE consultants, and multiple collaboration opportunities with staff from neighboring districts.

Each year, the district administers the MA DESE VOCAL Student Survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. We collect and analyze building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or school buses). In addition to the VOCAL Student Survey, Central Berkshire administers a student survey that provides information about climate regarding our Portrait of a Graduate goals. This data is analyzed to make decisions about prevention strategies, professional development, curriculum programming, and school support services.

The resulting CBRSD Bullying Prevention and Intervention Plan serves as a model for all five of our schools.

- C. Planning and oversight. Individual school plans identify leaders responsible for the implementation of the school plan. The District Administrative Team is responsible for:
  - a. Collecting reports on bullying from all schools utilizing a variety of data collection tools to include surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues. Surveys may be completed anonymously and will be forwarded to DESE as required.
  - b. Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes.
  - c. Ensuring that all schools have a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.
  - d. Planning for the ongoing professional development that is required by the law.
  - e. Ensuring that all schools have supports that respond to the needs of targets and aggressors.

- f. Ensuring that all schools have the necessary resources for choosing and implementing the curricula that the school or district will use.
  - g. Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them.
  - h. Amending employee handbooks and codes of conduct.
  - i. Ensuring that all schools implement parent or family engagement efforts and that the district conduct outreach across the seven towns.
  - j. Reviewing and updating the Plan and reporting to the Policy Subcommittee each year, or more frequently as needed.
- D. Developing priority statements. Central Berkshire has adopted the following priority statements to communicate within the Plan the district's vision in creating and implementing its bullying prevention and intervention strategies.

Central Berkshire recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing 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, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Annual staff training on the Plan. The CBRSD Central Office will arrange for annual training in preventing, identifying, responding to, and reporting incidents of bullying for school employees and volunteers who have significant contact with students. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. The training will include 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 school or district.
- B. Ongoing professional development. 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 that must be included in ongoing training.
- 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 district-wide 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 cyberbullying and Internet safety issues related to cyberbullying. Information on awareness of categories of students who may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics.

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

The CBRSD central office will support schools in securing professional development for the following skills and knowledge as well as additional areas identified by the school or district for professional development:

- 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, and maintaining a safe and caring classroom for all students.

C. Written notice to staff. The District will publish information about the Plan, including sections related to staff duties, in the employee handbook and provide all staff with an annual written notice of it.

### **III. ACCESS TO RESOURCES AND SERVICES**

A. Identifying resources. Each of the five Central Berkshire schools has the following for providing counseling for targets, aggressors, and their families:

- School Adjustment Counselor
- Dean of Students

The high school and the larger of the three elementary schools each have 1.5 SACs as recommended by the MA ratio of student population to SAC availability.

These staff members are also aware of a list of outside resources available to targets, aggressors, and their families. The district has relationships with community service providers including but not limited to: Brien Center in Pittsfield, Hilltown Community Health Center in Worthington, Cummington Family Center, DCF, Berkshire Center for Families and Children, and Berkshire County Kid's Place.

B. Counseling and other services. The CBRSD has an ELL Program which is culturally and linguistically sensitive to address the needs of ELL students and families, but the population is very low. The Director of Student Services oversees the program and is prepared to provide services if the need arises. The district has relationships with community service providers including but not limited to: Brien Center in Pittsfield, ServiceNet in Northampton, Hilltown Community Health Center in Worthington, Cummington Family Center, DCF, Hillcrest Psychological Services, Brightside of Families and Children, Berkshire Center for Families and Children, Berkshire County Kid's Place, and Autism Connections.

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 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.

- D. Categories of vulnerable students: As required by M.G.Lc. 71B, § 380, as amended in May 2018, the CBRSD will take specific steps to include individual, small group, and school/district-wide support to vulnerable students with “differentiating characteristics” that may make them more vulnerable to bullying include 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 1 or more of these characteristics. Specific supports and strategies to include individual, small group, school, and district-wide are outlined in the document. They will be tailored to meet each need and provide proactive support district-wide.
- E. Referral to outside services. The CBRSD supports each school in establishing a referral protocol for referring students and families to outside services. The protocols help students and families access appropriate and timely services. Referrals comply with relevant laws and policies.

**IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

A. Specific bullying prevention approaches.

- Using scripts and role plays to develop skills.
- Empowering students to take action by knowing what to do when they witness other students engaging in 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 communication and engaging students in a safe, supportive school environment that respects diversity and difference.
- Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

**Current CBRSD Curricula and Supplemental Programs and Activities**

<b>Schools</b>	<b>Curricula</b>	<b>Program/Activities</b>
Becket Washington	Second Step (K-2) Steps to Respect (3-5)	SST Team Meetings Reading Buddies Program Monthly Gatherings
Craneville	Second Step (K-2) Steps to Respect (3-5)	Community Gatherings Fifth Grade Mentoring Program SST Team Meetings
Kittredge	Second Step (K-2) Steps to Respect (3-5)	Community Gatherings SST Team Meetings

Nessacus	Steps to Respect (6-8)	Restorative Practices True Colors
Wahconah	Olweus Health Curriculum (Grade 9)	Civility Program Best Buddies GSA No Place for Hate Restorative Practices

B. General teaching approaches that support bullying prevention efforts. The CBRSD will provide professional development that may include the following skills for teachers:

- 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.

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

**Procedures for Reporting Bullying and Retaliation**

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously.

The school or district has made various reporting resources available to the school community, including, but not limited to, the CBRSD Incident Reporting Form, available here: <https://app.droplet.io/form/082kpN>. Paper versions of the forms are also available in the main office of each building.

An Incident Reporting Form is not required as a condition for making a report. CBRSD schools will:

- 1) Provide a copy of the Incident Reporting Form on the school website.

2) Make it available in the school's main office. The Incident Reporting Form will be made available in the language(s) of origin of students and parents or guardians upon request.

B. Reporting by Staff

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

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

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

Reporting to DESE

D. The district keeps records of all reports of bullying incidents. The data is reported to DESE annually as part of the School Safety and Discipline Report (SSDR).

**Procedures for Responding to a report of bullying or retaliation.**

A. 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; predetermining 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 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.

B. Obligations to Notify Others

a. Notice to parents or guardians.

Upon an allegation of bullying or retaliation, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this and of the procedures for responding to it. There may be

circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

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

A. Investigation

The process for conducting an investigation can be found in *Appendix B*.

Prior to all investigations, the school's assigned SAC will create and implement a district-approved safety plan. This form can be found in *Appendix C*.

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

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

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. The principal or designee will consult with legal counsel about the investigation if necessary.

CBRS D will annually report to the School Committee investigation procedures as well as an analysis of all bullying findings, allegations, and disciplinary actions.

- CBRSD Investigation Procedures: [Link](#)
- Annual SDDR Report to the CBRSD School Committee: [Link](#)

## B. Determinations.

The principal or designee will decide based on all 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 from participating in school or benefiting from school activities. The principal or designee will 1) determine what remedial action is required, if any, and 2) determine what responsive and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices 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 to report violations.

## C. Responses to Bullying.

### a. Teaching Appropriate Behavior Through Skills-Building

Upon the principal or designee determining that bullying or retaliation has occurred, the school shall use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

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

### b. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the action will be determined based on 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 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.

c. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments are needed in the school environment to enhance the target's and others' sense of safety. This will be in the form of a district-adopted safety plan. The CBRSD safety plan template can be found in Appendix C.

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 the prohibited conduct has recurred and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

d. Responding to a Report of Bullying by School Staff

Central Berkshire's procedures for responding to bullying of a student by school staff will follow the same procedures developed for student to student.

All employees are informed of our policy regarding employee conduct at the start of the school year via the CBRSD Employee Handbook. Specifically, the policy section that refers to conduct expectations is as follows:

## **VI. Employee Conduct (p.12 CBRSD Employee Handbook)**

### **A. Staff Conduct**

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school district but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 71:37H

## **VII. COLLABORATION WITH FAMILIES**

- A. Parent education and resources. CBRSD schools will offer education programs for parents and guardians that are focused on the parental/caregiver components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the CBRSD parent/Caregiver advisory Special Education Parent Advisory Council and other appropriate school/community organizations.

- B. Notification requirements. Each year, CBRSD schools will inform parents/caregivers of enrolled students about anti-bullying and include ways for families to reinforce the concepts and curricula being used. They will also be educated on what constitutes bullying in and outside of a school setting. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All notices and information made available to parents or guardians will be in hard copy and electronic formats and available in the language(s) of parents or guardians upon request. The schools will post the plan and related information on their website, and those plans will be mirrored on the district website.

## **VIII. PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

- a. 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
- b. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

## **IX. DEFINITIONS**

Aggressor 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, 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:

- a. Causes physical or emotional harm to the target or damage to the target's property.
- b. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
- c. Creates a hostile environment at school for the target; iv. infringes on the rights of the target at school; or
- d. 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.

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

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

## **X. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

# CBRSD Bullying Incident Reporting Form

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Submitter Name:

Submitter Email:

Telephone number:

If reporting Anonymously, type 'Anonymous' here

**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.**

Check whether you are the:

Target of the Behavior

Reporter (not the target)

Choose whether you are a:

School where students attend?

If you are not the target of the behavior, please explain how you became aware of the incident (eg. parent phone call, email, student report, etc.).

---

## Incident Details

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

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

Date

Date of previous incident if repeated

Name of Target:

Person targeted by behavior

Name of Aggressor(s)

Person(s) who engaged in the behavior

Signature of Person Filing this Report

If, anonymous please sign 'Anonymous'

## APPENDIX B: INVESTIGATION PROCEDURES

### A. Incident Investigations, Report:

- a. Reports can be made by staff, students, parents or guardians or others and may be verbal or written.
- b. Deans or principals are responsible for ensuring reports are made in a timely manner.
- c. Families are not responsible for completing these forms however they may if they choose.
- d. Oral reports made by or to a staff person will be recorded in writing on the CBRSD Incident Reporting Form through DROPLET. Students, parents/caregivers and others who witness or become aware of any bullying behaviors or retaliation must report it to the principal or designee

### B. Incident Investigation, Essential Steps:

- a. All investigations regarding reports of bullying must be paired with a CBRSD Safety Plan, (Appendix C) that is created in collaboration with the SAC. This plan must be developed within 24 (school day) hours of the report.
- b. **All Safety Plans must be attached to the Bullying form via DROPLET within 24 hours.**
- c. **ALL SAFETY PLANS GET UPLOADED IN POWERSCHOOL AND UPLOADED IN DROPLET IF IT IS AN INCIDENT OF HATE, BIAS, OR BULLYING**
- d. **All reports must be completed within 3-5 days.** Communication should be sent to the Superintendent, Assistant Superintendent and cc the Executive Administrative Assistant if there are extenuating circumstances.
- e. **Parents/Caregivers must be informed of the onset of the investigation and of the outcome.**
- f. If it is an **incident of hate or bias**, the **Superintendent and Assistant Superintendent must be informed** and communication to families should include the principal

### C. Investigation Procedures, In the following order:

- a. Interview students/staff members.
- b. Collect witness statements from all involved (should be written by students in MS/HS)
- c. Make a determination
- d. Contact parents/caregivers of outcome.

# APPENDIX C: CBRSD SAFETY AND SUPPORT PLAN

## CBRSD SAFETY PLAN TEMPLATE

Name of Student:

Date:

Grade:

School:

### Triggers/Risk Factors:

*Examples:* Feeling unsafe  
Feeling overwhelmed  
Intrusive thoughts regarding the incident

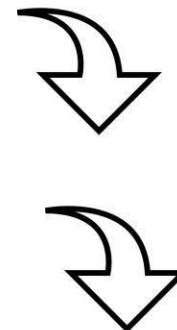
### Prevention Strategies:

#### Examples:

1. [ ] has scheduled weekly group sessions with the School Adjustment Counselor and School Psychologist working on [DBT skills].
2. [ ] can access School Adjustment Counselors, [ ] and/or [ ] as requested.
3. [ ] will check in daily with [ ] through the remainder of the 24-25 school year. If [ ] is not available, [ ] may check in with one of the following people:
  - a.
  - b.
  - c.
4. [ ] will utilize Ehall pass to use when they are feeling upset/anxious or feels unsafe and will go check in with [ ]. If support staff is unavailable [ ] will put a pass into the main office and staff will find a support person available to meet.
5. The implementation of an A/B polarity in the EHall pass system for the respondent and [ ] will be utilized to promote a safe and conflict-free environment.
6. [ ] will have a clear supervision plan that includes being in a designated area with a specific staff member if they are permitted to stay after school.
7. A school no contact agreement has been put in place between [ ] and the other student.

### Redirection / Regrouping Strategies:

If [ ] appears or says they feel anxious, upset or feels unsafe...  
Take a break with a trusted adult (5-8 minutes max)  
Encourage [ ] to use DBT skills and identified coping strategies.  
**IF** [ ] continues to feel unsafe, anxious or extremely upset **Move** to "Crisis Response"



### Crisis Response

1. Call [ ] parent(s)
2. Notify appropriate outside agencies (DCF worker) and administrators
3. If parent doesn't call back and it is warranted based on the situation- call Crisis team

### Ideas for toolbox

Coping strategies learned in DBT group-mindfulness activities (5,4,3,2,1), deep breathing  
Take a structured break with an identified support staff

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_