

South Coast Educational Collaborative



Bullying Prevention and Intervention Plan

Updated November 2013

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I. LEADERSHIP

A. Public Involvement in Developing the Plan:

As required by M.G.L. c. 71, § 37O, and with input from the following stakeholders, South Coast Educational Collaborative (SCEC) has developed this Bullying Prevention and Intervention Plan: Board of Directors, Leadership Team, Program Facilitators, Middle Management Team, Anti-Bullying Committee, Parents/Guardians/Caretakers, Teachers and other SCEC staff. Committee meetings and planning sessions were held during the summer and fall of 2010 and input from all stakeholders was and has continued to be sought. In addition, eight SCEC Leadership Team members and other SCEC staff attend the M.A.R.C. *Train the Trainer Bullying and Cyber-Bullying Prevention* workshops as well as other conferences regarding Anti-Bullying.

B. Assessing Needs and Resources.

This plan serves as SCEC's blueprint for enhancing its capacity to prevent and respond to issues of bullying, cyber-bullying and retaliation within the context of other safe school climate initiatives. As part of the planning process, the SCEC Leadership Team, with input from all stakeholders, has assessed and continues to assess the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs and behavioral health services. This anti-bullying initiative serves to strengthen our current practices and continues our efforts to create and maintain a positive learning environment that supports all students.

C. Planning and Oversight:

Leadership Team members, or their designees, in consultation with the Executive Director, are responsible for the following tasks under the plan:

1. Receiving reports on bullying, cyber-bullying and retaliation;
2. Collecting and analyzing classroom-and/or school-wide data on bullying to assess any current issues and to measure improved outcomes;
3. Maintaining and monitoring a process for recording and tracking incident reports and for accessing information related to targets and aggressors (see Section V, "Policies and Procedures for Reporting and Responding to Bullying and Retaliation");
4. Planning for ongoing professional development;
5. Providing supports that respond to the needs of targets and aggressors;
6. Choosing, implementing and updating the curricula that they use;
7. Developing new or revising current policies and protocols under the Plan, including the Internet Safety Policy, and designating key staff to be in charge of the implementation of them;

8. Amending student and staff handbooks and codes of conduct as needed;
9. Leading the parent/family engagement efforts and drafting and/or updating parent information materials; and
10. Reviewing and updating the Plan each year, or more frequently as needed.

D. Priority Statements:

- SCEC expects that all members of the school community treat each other in a civil manner and with respect for differences.
- SCEC is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that 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. SCEC has taken specific steps to create a supportive environment for vulnerable populations in the school community and provides all students with the skills, knowledge and strategies to prevent or respond to bullying, harassment or teasing.
- We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying or retaliation, in our classrooms, school buildings, on school grounds or during school-related activities. We will not tolerate any form of bullying, cyberbullying or retaliation perpetrated by any student or by any member of the staff including, but not limited to, an educator, an administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, paraprofessional, or related service provider.
- We will promptly investigate all reports and complaints of bullying, cyber-bullying and retaliation and take prompt action to end this behavior and restore the target's sense of safety. We support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian/caretaker involvement.
- SCEC's *Bullying Prevention and Intervention Plan* is a comprehensive approach to addressing bullying, cyber-bullying and retaliation and SCEC 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 and updated this Plan for preventing, intervening with, and responding to incidents of bullying, cyber-bullying and retaliation. Leadership Team Members or designee(s) are responsible for the implementation and oversight of the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training:

Annual trainings pertaining to Bullying Prevention and Intervention for all SCEC staff and its stakeholders include all staff responsibilities; an overview of the steps that the Site Leader or designee follows upon receipt of a bullying or retaliation report; and an overview of the bullying prevention curricula to be offered at all grades throughout SCEC. Any staff members who are hired after the annual training has been conducted within their program will be required to participate in a Bullying Prevention and Intervention training at an alternate SCEC site within the school year in which they are hired.

B. Embedded Professional Development:

The purpose of professional development is to establish and support a shared understanding of the tools that are necessary for staff to create a school climate that promotes safety, security, civil communication and respect for differences. Embedded professional development, pertaining to bullying prevention and intervention, helps to refine the skills of staff members to prevent, identify and respond to bullying. In accordance with M.G.L. c. 71, § 370, the content of school-wide and collaborative-wide professional development is informed by research and includes information that is reflective of the following:

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

SCEC's professional development includes activities that address ways to prevent and respond to bullying, cyber-bullying or retaliation for students with disabilities. When appropriate, these strategies are reflected in the students' Individualized Education Programs (IEPs), particularly for those students whose diagnostic profiles and social patterns may predict either target or aggressor behavior.

SCEC has identified the following domains for ongoing professional growth within its organization:

- 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;
- Consistently using positive behavioral intervention strategies;
- Applying constructive disciplinary practices utilizing positive behavioral intervention and supports;
- Teaching positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Creating and maintaining a learning environment where the care, welfare and security of each student are assured.

C. Written Notice to Staff:

SCEC provides all staff and stakeholders with an annual written notice of the *Bullying Prevention and Intervention Plan* and related policies and procedures by publishing information about it, including sections related to staff duties, in the *SCEC Employee Handbook* which includes the Code of Conduct. In addition, the *Bullying Prevention and Intervention Plan* is posted on SCEC's website.

III. ACCESS TO RESOURCES AND SERVICES

At SCEC, a primary core value is to create, provide and ensure a positive, safe, therapeutic educational environment that addresses and meets the underlying emotional, social, behavioral, medical and academic needs for all students. These students may include targets, aggressors or bystanders of bullying, cyber-bullying or retaliation. SCEC also addresses and provides support to meet the emotional needs of students' families, guardians and caretakers. SCEC has established strategies for providing supports and services necessary to meet these needs. The knowledge, experience and commitment to best practice by the SCEC Leadership Team and special educators, mental health clinicians, nurses, related service providers and expert consultants reflect an understanding of the dynamics of bullying, cyber-bullying and retaliation through the provision of therapeutic, clinical, medical and educational services designed to address and meet the needs of all students and their families, guardians and caretakers.

A. Identifying Resources

The SCEC Leadership Team meets bi-weekly to review collaborative-wide issues and initiatives. Monthly meetings are held with the Clinical Supervisor, clinical psychological and medical consultants to review their service delivery to SCEC students, staff and families/guardians/caretakers. The Clinical Supervisor meets bi-weekly with the clinical service department to provide clinical consultation, review the clinical and case management needs of students by program, review the delivery of mental health services to students according to Individualized Educational Plan goals and objectives, student needs and provision of crisis intervention services, and review of SCEC policies and procedures. The Anti-Bullying Committee works with the SCEC Leadership Team as needed to provide infor-

mation included in the requirements of M.G.L. c. 71, § 37O, regarding staff and services to support the enhancement of a positive, therapeutic educational environment, focusing on early interventions and intensive services for students (targets, aggressors, bystanders) and their parents/guardians/caretakers. SCEC continues to work in collaboration with local and state agencies, school districts and other stakeholders to adopt evidence-based curricula and to provide additional preventative services to students, parents/guardians/caretakers and SCEC staff.

B. Counseling and Other Services:

The SCEC Clinical Service Team consists of licensed clinical psychologists, licensed clinical social workers, licensed mental health counselors, school adjustment counselors, a board certified behavior analyst and clinical psychology interns. The clinical team, special educators, nurses, related service providers and consultants work together to create and maintain a safe educational environment using positive behavioral intervention and supports. The staff meets regularly to address students' academic, emotional, health, social and behavioral progress and concerns, review data, develop safety plans for students who have been targets of bullying, cyber-bullying or retaliation, provide social skills programs to prevent bullying and offer education and intervention services for students exhibiting bullying behaviors. The staff maintains on-going communication with parents/guardians/caretakers that is culturally and linguistically appropriate. The clinical team works in collaboration with the Leadership Team, Clinical Supervisor, Nurse Leader, nurses, special educators, related service providers, consultants and public school personnel to assist with community-based counseling referrals when appropriate.

SCEC has developed protocols and strategies regarding how staff work together to educate and support parents/guardians/caretakers, conduct workshops and inform parents of outside resources to specifically deal with the issue of bullying behavior and its effects, as well as development and maintenance of an up to date community-based mental health referral and Community Service Agency data base. Following is a list of services provided by SCEC:

- Small therapeutic classroom settings;
- Positive behavioral interventions and supports embedded into each program;
- SCERTS® Model (Social Communication, Emotional Regulation, and Transactional Support);
- Individual and small group counseling;
- Case management services;
- Crisis intervention services;
- Transition services and planning;
- Risk assessment;
- Social skills education groups including issues of building community, respect, sexual harassment, bullying, social thinking, activities of daily living, anger and stress

management, assertiveness training, self-advocacy, conflict resolution, coping, problem solving, study and time management skills;

- Pragmatic social skills taught, modeled and rehearsed in the academic and social setting;
- Facilitation of classroom meetings and peer mediation to resolve problems;
- Parent-teacher meetings;
- Parent education and support groups;
- Functional Behavior Assessments;
- Applied Behavior Analysis;
- Development of behavior intervention plans;
- Classroom observations;
- Teacher consultation;
- Development of Individual Health Care Plans

B. Students with Disabilities:

All students at SCEC enter their program with an Individualized Education Plan. The IEP is developed as required by M.G.L. c. 71B 3 as amended by Chapter 92 of the Acts of 2010. Every student's disability affects her/his ability to access the general curriculum, including deficits in social skills development. All students have access to and participate in social skills and psycho-educational groups designed to meet the individual needs of the student and to develop the student's skills and proficiencies to avoid and respond to bullying, cyber-bullying, harassment or teasing.

C. Referral to Outside Agencies:

The SCEC Clinical Team works in collaboration with the SCEC Leadership Team, Nurse Leader, nurses, special educators, related service providers, consultants and public school personnel to assist with community-based counseling referrals when appropriate.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches:

Bullying prevention curricula is informed by current research and the cognitive and social/emotional level of our students, and among other things, emphasizes the following approaches:

- Using social stories, scripts and role-plays to develop skills;
- Empowering students to understand when they are the target of bullying;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying, cyber-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 and social media;
- 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.

Beginning in January 2011, initiatives were implemented to teach students about the student-related sections of the *Bullying Prevention and Intervention Plan*. Modifications are developed in accordance with the developmental levels of our students.

B. General Teaching Approaches that Support Bullying Prevention Efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying Intervention and Prevention Plan initiatives:

- Setting clear expectations for students and establishing school and classroom routines that entail the necessary supports to ensure understanding by all students;
- Creating a safe school and classroom environment for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Implementing positive behavioral supports on a consistent basis;
- Encouraging adults to develop positive relationships with students based on trust and respect;
- 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 and social media 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

A. Reporting Bullying, Cyber-bullying or Retaliation:

Reports of bullying, cyber-bullying or retaliation may be made by staff, students, parents/guardians/caretakers or others, and may be oral or written. Oral reports made by or to a

staff member are recorded in writing on the *Bullying Prevention and Intervention Incident Reporting Form*. A school, program or other SCEC staff member is required to report immediately to his/her Site Leader or designee any instance of bullying, cyber-bullying or retaliation the staff member either becomes aware of or witnesses. Reports made by students, parents/guardians/caretakers or other individuals who are not school, program or other SCEC staff members, may be made anonymously. SCEC school sites provide a variety of reporting resources to the SCEC community, including the *Bullying Prevention and Intervention Incident Reporting Form*, a voicemail box, a dedicated mailing address and an email address.

Use of the *Bullying Prevention and Intervention Incident Reporting Form* is not required as a condition of making a report. SCEC:

- 1) includes a copy of the *Bullying Prevention and Intervention Incident Reporting Form* in the beginning of each school year in the Student-Parent Handbooks for each school level for students and parents/guardians/caretakers;
- 2) makes the form available in every classroom, each school's main office, each school's counseling office, each school nurse's office and other locations determined by the Site Leader or designee;
- 3) posts the form on the SCEC website.

The *Bullying Prevention and Intervention Incident Reporting Form* is made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, SCEC provides the school community, including administrators, staff, students and parents/guardians/caretakers, with written notice of its policies and procedures for reporting acts of bullying, cyber-bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Site Leader or designee, will be incorporated in student and staff handbooks, on SCEC's website and in information about the Plan that is made available to parents/guardians/caretakers.

1) Reporting by Staff

Staff members are required to report immediately to their Site Leader or designee when the staff member witnesses or becomes aware of conduct that may be bullying, cyber-bullying or retaliation. The requirement to report to the Site Leader or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with SCEC policies and procedures for positive behavioral intervention and supports and discipline.

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

SCEC expects students, staff, parents/guardians/caretakers and others who witness or

become aware of an instance of bullying, cyber-bullying or retaliation involving a student to report it to the Site Leader 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/guardians/caretakers and others may request assistance from a staff member with whom they feel comfortable to complete a written report. Students are provided practical, safe, private, age-appropriate and developmentally-appropriate ways to report and discuss an incident of bullying with the Site Leader or designee or another staff member with whom they feel comfortable.

B. Responding to a Report of Bullying, Cyber-bullying or Retaliation:

1. Safety

Before fully investigating allegations of bullying, cyber-bullying or retaliation, the Site Leader or designee takes 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 are not be limited to, creating a personal safety plan; pre-determining seating arrangements and or daily schedule for the target and/or the aggressor in the classroom(s), at lunch, at recess 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 Site Leader or designee takes additional steps as needed to promote safety during the course of and after the investigation.

The Site Leader or designee implements appropriate strategies for protecting from bullying, cyber-bullying or retaliation a student who has reported bullying, cyber-bullying or retaliation, a student who has witnessed bullying, cyber-bullying or retail-ation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying, cyber-bullying or retaliation:

- All staff with whom the student interacts during his/her school day is informed of the situation and instructed to be on the alert for any bullying or retaliation aimed at the target, potential victim or witness.
- The victim, potential victim and/or witness is not be allowed to walk through the building, or on the grounds of the school, without staff supervision, until such time that the situation is resolved.
- The aggressor is not allowed to walk through the building, or on the grounds of the school, without staff supervision, until such time that the situation is resolved.
- The Site Leader or designee takes additional steps to promote safety as needed.

2. Obligations to Notify Others

- a. Notice to Parents or Guardians: Upon determining that bullying, cyber-bullying or retaliation has occurred, the Site Leader or designee promptly notifies the

parents/guardians/caretakers of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Site Leader or designee contacts parents/guardians/caretakers prior to any investigation. Notice is consistent with state regulations at 603 CMR 49.00.

- b. Notice to Local Education Agencies: The Site Leader or designee first informed of the incident promptly notifies by telephone the Special Education Administrators or designees of the aggressor's and the target's local education agencies (school districts). All communications are in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.
- c. 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 Site Leader or designee first informed of the incident promptly notifies by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications are in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.
- d. Notice to Law Enforcement: At any point after receiving a report of bullying, cyber-bullying, or retaliation, including after an investigation, if the Site Leader or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Site Leader or designee notifies the local law enforcement agency. In such cases, notice is 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 Site Leader or designee contacts 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 Site Leader or designee, consistent with the Plan and with applicable SCEC policies and procedures, consults with the school's/program's school adjustment counselor, social worker, school nurse and/or other individuals the Site Leader or designee deems appropriate.

Before the first day of every school year, each Site Leader or designee communicates with the chief of police or designee of the local police department(s) about the implementation of this Plan. Such communication includes agreeing on a method for notification, a process for informal communication, and updates of prior written agreements.

At any point after receipt of a report of bullying, cyber-bullying or retaliation, including after an investigation, the Site Leader or designee notifies the local law

enforcement agency if the Site Leader or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Reporting to the law enforcement agency is not necessary in situations in which bullying, cyber-bullying or retaliation can be handled appropriately within the program.

The Site Leader or designee takes appropriate disciplinary or other action pursuant to SCEC policy and state law, provided that the disciplinary actions balance the need for accountability with the need to teach appropriate behavior.

C. Investigation:

The Site Leader or designee promptly investigates all reports of bullying, cyber-bullying or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the developmental levels and ages of the students involved.

During an investigation, the Site Leader or designee interviews students, staff, witnesses, parents/guardians/caretakers, and others as necessary. The Site Leader or designee reminds the alleged aggressor, target and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Site Leader or designee, other staff members as determined by the Site Leader or designee, and in consultation with the school counselor and school nurse, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Site Leader or designee maintains confidentiality during the investigative process. The Site Leader or designee maintains a written record of the investigation by using the *Bullying Prevention and Intervention Incident Reporting Form*.

Procedures for investigating reports of bullying, cyber-bullying or retaliation are consistent with SCEC's policies and procedures for investigations. If necessary, the Site Leader or designee consults with legal counsel about the investigation.

D. Determinations:

The Site Leader or designee makes a determination based upon all of the facts and circumstances. If, after investigation, bullying, cyber-bullying or retaliation is substantiated, the Site Leader or designee takes the 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 Site Leader or designee: 1) determines what remedial action is required, if any, and 2) determines what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Site Leader or designee may choose to consult with the students' teacher(s), school adjustment counselor, and/or other appropriate staff, and the target's or aggressor's parents/guardians/caretakers, 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 Site Leader or designee promptly notifies the parents/guardians/caretakers of the target and the aggressor about the results of the investigation and, if bullying, cyber-bullying or retaliation is found, what action is being taken to prevent further acts of bullying, cyber-bullying or retaliation. All notices to parents/guardians/caretakers comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Site Leader or designee does not 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:

Teaching Appropriate Behavior Through Skills-Building:

Upon the Site Leader or designee determining that bullying, cyber-bullying or retaliation has occurred, the program/classroom uses a range of strategies to initiate an appropriate response which balances the need for accountability with the need to teach appropriate behavior according to the ages and developmental levels of the students. Skill-building approaches which the Site Leader or designee may consider include:

- offering individualized skill-building sessions based on the program's/classroom's anti-bullying curricula;
- providing relevant, age-appropriate and developmentally-appropriate educational activities for individual students or groups of students, in consultation with adjustment counselors, school nurses, and expert consultants, as well as other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents/guardians/caretakers to engage support from the home and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavior intervention plans to include a focus on developing specific social skills; and
- making a referral for evaluation and/or Functional Behavioral Assessment.

Taking Disciplinary Action

If the Site Leader or designee decides that disciplinary action is appropriate, the form of that action is determined on the basis of facts found by the Site Leader or designee, including the nature of the conduct, the age of the student(s) involved, the developmental level of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline is consistent with the school's/classroom's/program's code

of conduct, which conforms to all federal and state regulations governing discipline procedures for students with disabilities.

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

Promoting Safety for the Target and Others

The Site Leader or designee considers what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. At least initially, adult supervision is increased at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

VI. COLLABORATION WITH FAMILIES

A. Parent Education and Resources:

SCEC parents/guardians/caretakers are invited to attend education programs that are focused on the parental components of the anti-bullying curricula and the social competency curricula used by SCEC.

B. Notification Requirements:

At the beginning of each school year, SCEC provides parents/guardians/caretakers with specific information about SCEC's anti-bullying prevention and intervention policies and procedures.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, cyber-bullying and retaliation are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at any school-sponsored or school-related activity, function, community experience activity, or program whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased, or used by a school district or by SCEC; or through the use of technology or an electronic device owned, leased, or used by SCEC, and
- (ii) at a location, activity, function, or program that is not school-related through the use of

technology or an electronic device that is not owned, leased, or used by SCEC, 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, cyber-bullying or retaliation, provides information during an investigation of bullying, cyber-bullying or retaliation or witnesses or has reliable information about bullying, cyber-bullying or retaliation is also prohibited.

VIII. DEFINITIONS

Aggressor is any student who engages in bullying, cyber-bullying or retaliation; or any member of the staff including, but not limited to, an educator, an administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or a paraprofessional, who engages in bullying, cyber-bullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, bus drivers, support staff, consultants, or paraprofessionals.

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 SCEC, no person shall be discriminated against in admission to any school/program in obtaining the advantages, privilege and courses of study of such school/program on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents the program/school or SCEC 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, SCEC, or school/program policies. In addition, nothing in the plan is designed or intended to limit the authority of SCEC 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.

ADDENDUM

SOUTH COAST EDUCATIONAL COLLABORATIVE

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report: _____ Date: _____

(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)

Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other _____

Your contact information/telephone number: _____

If student, which program? _____ Grade: _____

If staff member, which program? _____

Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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.

Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

Form Given to: _____ Position: _____ Date: _____

Signature: _____

Date Received: _____

Bullying Prevention and Intervention

Curriculum Resources

Faherty, C. and Gary B. Mesibov. Asperger's: What Does It Mean to Me? Future Horizons, Inc.: 2000.

Goldstein, Arnold P. and Dr. Ellen McGinnis. Skillstreaming in Early Childhood; Skillstreaming the Elementary School Child; Skillstreaming the Adolescent. Research Press.

Grevious, Saundrah Clark. Teen Smart: Character Development Module. Jossey-Bass Publisher.

Grevious, Saundrah Clark. Teen Smart: Choices, Changes and Challenges Module. Jossey-Bass Publisher.

Korb-Khalsa, Kathy L.; Stacey Azok; Amy Leutenberg; Estelle L. Leutenberg. S.E.A.L.S. Self Esteem and Life Skills Books 1, 2, 3. Wellness Productions & Publishing, Inc.

Olweus Bullying Prevention. www.olweus.org, 1800-328-9000.

Steps to Respect, www.cfchildren.org.

Winner, Michelle Garcia; Pamela Crooke; Kelly Knopp. You Are a Social Detective. Think Social Publishing, Inc.: 2008.

Winner, Michelle Garcia. Thinking About YOU Thinking About Me. Think Social Publishing, Inc.

Winner, Michelle Garcia. Think Social: A Social Thinking Curriculum for School Age Students. Think Social Publishing, Inc.

Madrigal, Stephanie; Michelle Garcia Winner; Kelly Knopp. Superflex. Think Social Publishing, Inc.: 2009.

MARC, Massachusetts Aggression Reduction Center. www.MARCcenter.org.

Stallard, Paul. Think Good – Feel Good Cognitive Behavior Therapy Workbook for Children & Young People.

Teaching Tolerance, Southern Poverty Law Center, 400 Washington Avenue, Montgomery, Alabama, 36104.

Wolfberg, Pamela J. Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination. Autism Asperger Publishing Co.: 2003.