



Making a difference...one student at a time

# Bullying Prevention And Intervention Plan

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## ***Massachusetts Department of Elementary and Secondary Education***

### **Bullying Prevention and Intervention Plan (BPIP)**

The Bullying Prevention and Intervention Plan is required under M.G.L. c. 71, § 370.

The Department of Elementary and Secondary Education's update reflects Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §370, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §370, as amended, requires charter schools, to "recognize" in the bullying prevention and intervention plans:

- that certain enumerated categories of students<sup>1</sup> may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics.
- that the plan includes the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment.

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<sup>1</sup> Newly amended G.L. c. 71, §370(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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**I. LEADERSHIP**

Priority Statement

Hill View Montessori Charter Public School (HVM) is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying and/or 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. As such, HVM prohibits any form of harassment, intimidation and bullying by any means, including but not limited to: electronic, written, oral or physical acts, either direct or indirect, when such acts physically harm or psychologically distress a student(s) and/or property, substantially interfere with a student's education, threaten the overall educational environment or the well being of a person(s) and/or substantially disrupt the operation of the school.

We recognize 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. The school will identify steps it will take 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.

This plan applies to all students and members of the school staff, including, but not limited to, the educators, the administrators, the school nurse, the custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. HVM will promptly investigate all reports and complaints of bullying, cyber-bullying and retaliation and take immediate action to eradicate the behavior and restore a sense of safety for all students. HVM is committed to supporting the entire HVM community in its understanding of the expectations, implications, and plans for dealing with bullying, cyber-bullying, and retaliation.

Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 370, the Plan was developed in consultation with our school community. The Plan was adopted by the Board of Trustees Notice subsequent to a public comment period.

Assessing needs and resources.

The Plan is intended to be the school's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will review the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and available resources including curricula, training programs, and behavioral health services.

HVM will, at least once every four years, utilize the following as a means of periodic needs assessment:

- Survey students, staff, parents, and guardians on school climate and school safety issues.
- Collect and analyze building-specific data on the prevalence and characteristics of bullying.

This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies. Additionally, the school or district will annually report bullying incident data to the Department.

#### Planning and oversight.

The following school leaders are responsible for the corresponding tasks under the Plan:

1. Receiving reports on bullying; (Education Program Director or designee),
2. Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; (Education Program Director or designee),
3. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; (Education Program Director or designee),
4. Planning for the ongoing professional development that is required by the law; (Education Program Director or designee),
5. Planning supports that respond to the needs of targets and aggressors; (Education Program Director or designee),
6. Choosing and implementing the curricula that the school or district will use; (Education Program Director or designee),
7. 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; (Administrative Team),
8. Amending student and staff handbooks and codes of conduct; (Board of Trustees and Executive Director),
9. Leading the parent or family engagement efforts and drafting parent information materials; (Education Program Director or designee), and
10. Reviewing and updating the Plan each year, (Administrative Team).

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

### **A. Annual staff training on the Plan.**

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the EPD 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. Staff will be trained on the use of the Incident Report Form and the potential resulting actions following an investigation. 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.

- ### **B. Ongoing professional development.** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c.

71, § 370, the content of school-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 cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

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

Professional development has and will include the use of the following programs: (Chip DeLorenzo, *The Positive Classroom*; Bonnie Harris, *Connective Parenting*; Dr. Englander's MARC trainings; in-house trainer in *Proactive Alternatives for Change*; MPCSA's *Model Schools Program*, & *Dr. Cristy's Behavior Matrix*; psychologist, Dr. Charles Appelstein, *How you talk to Kids*; Officer Donnolly, Haverhill Police Department, *CyberBullying*; and/or Safe Schools Program on *Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Students*.

- C. Written notice to staff. The school will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school employee handbook.

### III. ACCESS TO RESOURCES AND SERVICES

HVM is committed to providing adequate levels of personnel and services to support the creation of a positive school climate and to support social and emotional wellbeing of all our students. This is accomplished through annual reviews of staffing levels and programs by administration, faculty and staff.

The resources, supports, and programs provided for students and their families include:

- School Psychologist
- Administrators
- School Social Worker
- Coaches
- School Nurse
- Speech/Language Therapist
- Occupational/Physical Therapists

- Special Education
- ELL Support
- Teacher Assistance Teams
- Middle School Advisories
- Crisis Response Team
- Social Skills Groups
- Transitional Meetings for Students
- Functional Behavior Assessments
- Community –Based Counseling Program (Lahey Health)
- After school Activities and Programs

Parents and/or guardians should contact the school nurse or school social worker to obtain assistance and/or a referral to an outside agency.

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.

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

##### **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 plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

##### **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 initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;

- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

K-3 students have community circle meetings weekly and participate in SRO Junior Police Academy.

The Upper Elementary (grades 4-6) teaching teams meet regularly with students to discuss issues of community, respect, and responsibility, and the Massachusetts Aggression Reduction Center (MARC) elementary curriculum guidelines, both in their Morning/Community Meeting as well as within smaller groups. An anti-bullying message is a component of these discussions. Each Upper Elementary classroom develops core values or a classroom bill of rights that further encourages healthy relationships. The Athletic Director supervises a mentoring program and art, music and fitness teachers offer afterschool programs.

The Middle School (grades 7-8) Advisory Groups meet regularly and focus on character development, including strategies for positive relationships with each other. The discussion-based Massachusetts Aggression Reduction Center (MARC) middle school advisory curriculum, which focuses on bullying and cyber-bullying prevention, is incorporated into these group meetings along with *Facing History and Ourselves* curriculum and *Owning Up Curriculum*, Rosalind Wiseman. Other school culture programs include MS Health Curriculum, MS Rotary EarlyAct Club and MS Student Council.

On a daily basis, all students at Hill View Montessori Charter Public School are encouraged to take the following actions to prevent bullying:

- Treat each other respectfully
- Include everyone, especially those who may feel left out
- Be an up-stander not a bystander (*Owning Up Curriculum*, Rosalind Wiseman)
- Follow the Grace and Courtesy curriculum
- Report any observed bullying to a teacher or staff member

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

### **A. Reporting bullying or retaliation.**

Hill View Montessori Charter Public School maintains an open reporting system in which any concerned person (staff member, student parent/guardian, or other) may report an incident of bullying or retaliation either experience or witnessed. The school is committed to addressing these incidents. Reports made by students, parents or guardians may be made anonymously, by mail or email.



Mail Incident Report Forms to  
Email to

Education Program Director  
Education Program Director

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the Parent Handbook; 2) make it available in the school's main office, the counseling office, the school nurse's office, 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, the school or district will provide the school community, including, but not limited to, educators, administrators, students, and parents or guardians, with written notice of its policies through the use of the Parent and Faculty Handbook. A description of the reporting procedures and resources, including the name and contact information of the principal, will be incorporated in student and staff handbooks, on the school or district 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 to the Executive Director when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the Executive Director is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Hill View Montessori's policies and procedures for behavior management and discipline.

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

HVM 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 the Executive Director when the principal is the alleged aggressor. 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 practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member

B. Responding to a Report of Bullying or Retaliation – Allegations of Bullying by a Student.

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 student 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 student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school 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 student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that

retaliation against someone who reports bullying or provides information during a bullying investigation 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. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with HVM's district policies and procedures for investigations. 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 the 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:

- determine what remedial action is required, if any, and
- 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 student 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, what action is 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.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system (pg. 14) and the process for accessing that system, regardless of the outcome of the bullying determination.

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 use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370 (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 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; and
- 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 HVM's Code of Conduct as described in the Parent Handbook.

Discipline procedures for students with disabilities are governed by the Federal *Individuals with Disabilities Education Improvement Act (IDEA)*, which should be looked at 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 what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

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 them immediately.

## F. Responding to a Report of Bullying by School Staff

Procedures for investigating and responding to reports of bullying, cyber-bullying, or retaliation of a student by a staff member will follow the steps outlined above under the direction and oversight of the Director (or the Board of Trustees when the Director is the alleged aggressor).

- Prior to and during any investigative procedures, the Director (or Board of Trustees) will implement appropriate strategies for protecting and maintaining safety of all involved from further bullying or retaliations. Most Hill View classrooms have at least 2 teachers present but additional support in the form of "safe persons" for the target may be provided when warranted.
- Upon determining that bullying or retaliation has occurred, the Director (or Board of Trustees) will notify both the staff aggressor and parents or guardians of the target, and of the procedures

for responding to it and what actions are being taken to prevent further acts of bullying or retaliation.

- If at any point after receiving a report of bullying or retaliation, including after an investigation, the Director or Board of Trustees has a reasonable basis to believe that criminal charges may be pursued against the staff aggressor, the Director (or Board of Trustees) 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.
  - During the course of investigation, the Director (or Board of Trustees) will remind the alleged staff aggressor, student target, and witnesses of the importance of the investigation, their obligation to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- Disciplinary actions and/or adjustments to the school environment to enhance the student target's sense of safety will be implemented at the Director's (or Board of Trustee's) discretion and will be based on facts from the investigation.

## **VI. COLLABORATION WITH FAMILIES**

- A. Parent education and resources. HVM will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the CP and/or Special Education Parent Advisory Council.
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students through the Student Handbook about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school 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, § 370(b), and describes the law's requirements for the prohibition of bullying.*

Acts of bullying, which include cyber-bullying, are prohibited:

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

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

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, § 370, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

### **VIII. Problem Resolution System:**

According to Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Principal's office.

### **IX. DEFINITIONS**

*The following definitions are copied directly from M.G.L. c. 71, § 370:*

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined by Rosalind Wiseman: "Bullying is repeated abusing or threatening to abuse power against another person".

M.G.L. c. 71, § 370, defines it as the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- 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. See M.G.L. c. 71, § 370 for the legal definition of cyber-bullying.

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.

School 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, cyber-bullying, or retaliation has been perpetrated.

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

Consistent with state and federal laws, and the policies of the school, 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, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or 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. Nothing in the Plan prevents the school 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, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school policies, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## **XI.**

## Appendix A: 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) \_\_\_\_\_

Name & telephone number: \_\_\_\_\_

4. If student, state school if other than HVM: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state school/work site: \_\_\_\_\_

6. Information about the Incident:

Name of Target (*of behavior*): \_\_\_\_\_

Name of Aggressor (*Person who engaged in the behavior*): \_\_\_\_\_

Date(s) of the 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.**

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

10. Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_