

# **BFCCPS Bullying Prevention and Intervention Plan**



***A School Of Character Development and Academic Achievement***

*Updated 8/2015*

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## **I. BFCCPS MISSION**

The mission of the Benjamin Franklin Classical Charter Public School is to assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and community service.

## **STUDENT STATEMENT**

The following student statement is posted in all classrooms, common areas, student planners, and student handbooks.

As students at BFCCPS we will do our best to show good character at all times. We will build a respectful, safe, and positive learning environment. We strive to be courageous when faced with challenges, temperate in our actions, wise when faced with difficult decisions, and just and compassionate in our dealings with people. This is who we hope to be, even when no one is looking.

## II. K-8 Objectives for Character Education at BFCCPS

*Students will:*

1. Demonstrate an understanding of the four core virtues, as well as the related sub-virtues.
2. Be familiar with a common language of character education and be able to use that language across the curriculum.
3. Identify and articulate traits of good character in others (peers, adults, heroes, characters in literature, etc.) and in themselves.
4. Recognize the significance of good character and its impact on the individual, the class, the school, and the community at large.
5. Be able to study and discuss a variety of virtuous characters in literature and history.
6. Be able to self-reflect and make adjustments to behavior when they are faced with conflict.
7. Work to synthesize their academic, social, and personal habits.
8. Demonstrate an understanding of the issues surrounding bullying and the actions required to prevent bullying.
  - a. Identify what bullying is and what bullying is not
  - b. Use productive, positive social strategies to prevent and/or respond to potential bullying situations.
  - c. Recognize and understand the peer structures and social dynamics that create an environment vulnerable to bullying and cyber-bullying.

### III. LEADERSHIP

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

The BFCCPS Bullying Prevention and Intervention Plan was drafted by a team led by Head of School, Director of School Operations, and Assistant Head of School, along with The Director of Student Services, School Counselor, and School Psychologist, and Franklin Police School Resource Officer.

An early draft of the plan was shared with the BFCCPS Faculty Input Team, for direct and specific feedback during the writing process. The draft BPIP was discussed at 3 Faculty Input Team meetings and their feedback was incorporated into the final draft.

A final draft was communicated electronically to the full faculty in November with a two week time frame provided for open feedback.

A final draft of the BPIP was communicated electronically in November, to the entire school community with a note soliciting comment.

The feedback from the full faculty and school community was considered in finalizing the BPIP before submission to the Massachusetts DESE.

- B. Assessing needs and resources.

The BFCCPS BPIP is the 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, should 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. Based on this annual feedback we plan to revise or develop policies and procedures that help BFCCPS stay productive and safe for all learners.

In addition BFCCPS will comply with the regulation and, at least once every four years beginning with 2015/16 school year, administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

- C. Planning and oversight.

As part of developing the BPIP the Head of School has identified the personnel responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula

that the school or district will use; 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; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or more frequently.

#### **IV. BFCCPS ANTIBULLYING PHILOSOPHY STATEMENT**

BFCCPS has developed several priority statements that can be used to communicate our vision in creating and implementing its bullying prevention and intervention strategies. As is our tradition, we have articulated these beliefs as a philosophy statement.

BFCCPS believes teaching good character is the basis of virtues education, and that students should recognize the universal dignity of all human beings. It is through this belief that we approach the topic of bullying.

BFCCPS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

BFCCPS is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, to teach good character, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

BFCCPS 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, sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

BFCCPS has, and will continue to take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

BFCCPS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The BFCCPS Bullying Prevention and Intervention Plan ("BPIP") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this BPIP for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Head of School and/or designees are responsible for the implementation and oversight of the BPIP.

## V. PROHIBITION AGAINST BULLYING AND RETALIATION

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

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, 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 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 BPIP requires the district or school to staff any non-school related activities, functions, or programs.

## VI. DEFINITIONS

*The following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.*

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of 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:

- 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.

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.

## **VII. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of BFCCPS, 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 BPIP prevents BFCCPS 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 BPIP is designed or intended to limit BFCCPS in taking 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 BPIP covers the behavior.

## **VIII. TRAINING AND PROFESSIONAL DEVELOPMENT**

BFCCPS will provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, and athletic coaches, advisors to extracurricular activities, volunteers, and paraprofessionals.

BFCCPS will provide annual and ongoing training and professional development including the six topics outlined under M.G.L. c. 71, §§ 37H or 37H½ .

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) 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;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

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

Additional topics may be identified by BFCCPS as they consider the unique needs of the school community. (Professional Development for years after the 2010-2011 school year will be documented as an addendum to this document).

A. Annual staff training on the BPIP.

BFCCPS conducted the following staff training on the BPIP for the 2010-2011 School year:

- a. August 24, 2010: Full faculty and staff training conducted by the Director of School Operations and Student Activities and the Director of Student Services on the ARBIS legislation, and what the school responsibilities are. Faculty and Staff were to provide feedback on current Bullying reporting procedures, and how they can be improved.
- b. September 30, 2010: Full faculty and staff training: Attorney from the law offices of Murphy, Hesse, Toomey and Lehane gave a presentation on the ARBIS legislation, and presented suggestions for language and practices to be included in the BPIP for the 2010-2011 School Year.
- c. October 5<sup>th</sup> Faculty Input Team meeting. A draft of the BPIP was presented for feedback to the faculty. The faculty met weekly to generate feedback for the BPIP
- d. Tuesday, November 9, 2010: Faculty and staff will be presented with a draft of the BPIP. The BPIP will be reviewed and be open to faculty and staff feedback.
- e. Full faculty and Staff training on the BPIP will be conducted on January 25<sup>th</sup>

Each year the BFCCPS BPIP will be reviewed during beginning of the year teacher meetings, new teacher orientation, and community curriculum nights. BFCCPS will also review the BPIP at a faculty meeting at least once a year. BFCCPS also aims to initiate a variety of training and professional development on Anti-Bullying an Safe Schools on a yearly basis.

B. Ongoing professional development

2010/2011

- October 29<sup>th</sup> 2010 -OOCH Presentation to students on recognizing and overcoming bullying, in three sessions covering all students. Sponsored by the Parent Community Organization
- Several Staff members will attain the November MARC train the trainer Bullying Prevention seminar
- MARC Bullying Prevention Training will be shared with the K-8 staff at a series of staff meetings and professional development days.. The training is designed to last 120 minutes of presentation and discussion. It will meet all of the necessary training components of the law. This training will be held on January 25<sup>th</sup> 2011.

See updated Professional Development Activities as an addendum to this document.

C. Written notice to staff.

BFCCPS will provide all staff with an annual written notice of the BPIP by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Staff will also receive and review the BFCCPS BPIP at the first staff meeting of each school year. The BPIP will also be published on the school website, and available electronically to all staff members.

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

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The following describes the resources and services available at BFCCPS for providing to meet these needs.

A. Identifying Resources: In our school, we use the following as resources: BFCCPS Character Education frameworks and lesson plans, Character Counts, Second Step Violence Prevention, Responsive Classroom, and the MARC K-5 Anti-bullying curriculum. There are regular character education lessons within each classroom and/or in small advising groups at the middle school level. There are also books and articles that address ways to combat bullying for both parents and teachers, available in the Student Services Office, in the school library, and on the school website.

B. Counseling and other services: At BFCCPS, students are able to meet with either the school counselor or school psychologist, as needed. Both meet with students individually and in small groups, in addition to assisting with character education lessons within the classrooms. Weekly social skills groups and lunch bunches are run by the school counselor, school psychologist, speech-language pathologist and occupational therapist. Other support groups are developed on an as-needed basis.

C. Students with Disabilities: For students identified with a disability in the autism spectrum, the IEP Team will consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. (See M.G.L. c.71B, & 3, as amended by chapter 92 of the acts of 2010)

Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (See M.G.L.c. 71B &3 as amended by Chapter 92 of the Acts of 2010)

D. Referral to outside services: At BFCCPS, parents are provided with names of mental health counselors/clinicians outside our school by the Student Services Office, school psychologist or school counselor, as needed. Other community-based programs and services are also offered to parents as needed. There is a standard permission form used that parents can sign in order for school personnel to communicate with outside health professionals, so that unified care can be provided to students.

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

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula.

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 engaging 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.

A. Specific bullying prevention approaches.

BFCCPS delivers bullying prevention instruction through the established framework of character education that our school was founded upon. At BFCCPS character education is delivered in conjunction with the academic curriculum. The basis for the character education program is education and discussion of "the four virtues" prudence, fortitude, justice and temperance. Each month the school focuses our character education through the lens of one of these virtues.

We present character development as a life long pursuit. Character education is about recognizing weakness, or error, and working to improve. In that light we will discuss what it means to separate the doer from the deed.

Through our character education program we strive to guide student to recognize the universal dignity of all human beings. In discussing justice and prudence with our students we will give them all specific instruction on how to communicate charitably. This will be done through modeling, and practice in all grade levels.

In addition to integrating anti-bullying topics into our general approach to character education, specific instruction on developmentally appropriate aspects of bullying will be delivered to all students.

Our approach to character education is supported by the Responsive Classroom structure in grades Kindergarten through 4, and the Advising structure in grades 5 through 8.

The School counselor and School Psychologist deliver monthly character education lessons to students in grades K-4. Their lessons will include specific instruction on bullying as outlined by the law.

Students in grades 5-8 participate in the weekly BFCCPS advising program. Small groups of students work with faculty member on specific character education topics and academic skills. Bullying will be addressed in these advising groups on a monthly basis.

The specific bullying topics and activities will be communicated to parents as part of the Character Education section on our monthly scope and sequence curriculum overview.

Our unique approach to character education puts us in position to develop the social and emotional learning skills of each of our students; specifically Self-Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible decision making. BFCCPS will illustrate

how our character education approach meets the objectives of the SEL Curricula with a grade level overview of how each skill is taught and practiced in an explicit, focused, active and sequenced manner.

Each year BFCCPS will present the BPIP to students as part of a general assembly. Classroom teachers K-4 and Advisors 5-8 will follow up on this assembly with small group discussion and activities.

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 positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging parents, and 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.
- Keeping parents informed through our communication network

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

To support efforts to respond promptly and effectively to bullying and retaliation, BFCCPS has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. The following outlines detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the Head of School or designee once a report is made.

**BFCCPS has designated the Joseph Perna, Assistant Head of School as the person to receive and act on all reports related to bullying. The voicemail box at ext. 137 has been designated to receive phone reports of bullying. The email address [jperna@bfccps.org](mailto:jperna@bfccps.org) has been created for email reports. In his absence all reports related to bullying should be directed directly to Heather Zolnowski, the Head of School**

- 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 Head of School 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. BFCCPS has a variety of reporting resources available to the school community including, an Incident Reporting Form,<sup>1</sup> a dedicated voicemail for bullying reports, and a dedicated email address for bullying reports.

Use of an Incident Reporting Form is not required as a condition of making a report. The BFCCPS Incident Reporting Form will (1) be distributed as part of the beginning of the year packets for students and parents or guardians; 2) made it available in the school's main office, the counseling office, the school nurse's office, the Assistant Head of School and Student Activities office, and other locations as determined by Head of School or designee; and 3) posted on the school's website. The Incident Reporting Form can be made available in the most prevalent language(s) of origin of students and parents or guardians by request.

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

#### 1. Reporting by Staff

A staff member will report immediately to the Assistant Head of School when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Assistant Head of School does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

BFCCPS 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 Assistant Head of School. 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, or with the Head of School or designee.

### B. Responding to a report of bullying or retaliation.

#### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the Head of School 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

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<sup>1</sup> See Appendix A for Sample Incident Reporting Form.

safety may include, but not be limited to, creating a personal safety BPIP; 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 Head of School or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Head of School 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 Head of School 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 Head of School 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 Head of School or designee first informed of the incident will promptly notify by telephone the Head of School 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 Head of School or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Head of School 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 Head of School 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 Head of School will, consistent with the BPIP and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Head of School or designee deems appropriate.

- C. Investigation. The Head of School 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 Head of School or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Head of School 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 Head of School or designee, other staff members as determined by the Head of School 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 Head of School or designee will maintain confidentiality during the investigative process. The Head of School or designee will 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

- D. Determinations. The Head of School or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Head of School 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 Head of School or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The Head of School 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 Head of School 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 will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

- E. Responses to Bullying.

BFCCPS will use a variety of strategies for building students' skills, and other individualizes interventions that the school or district may take in response to remediate or prevent further bullying and retaliation.

### 1. Teaching Appropriate Behavior Through Skills-building, as part of our character education initiatives

Upon the Head of School 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, § 37O(d)(v).

BFCCPS strives to support all students in developing virtues, which are those good habits of mind and character that enable them to use their knowledge well and to choose well in all areas of life. Justice challenges us to separate the doer from the deed, and treat even unfortunate incidents as learning experiences for all students.

Skill-building approaches that the Head of School 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.

### 3. Taking Disciplinary Action

If the Head of School or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Head of School 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 BPIP and with BFCCPS'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 Head of School or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### 4. Promoting Safety for the Target and Others

The Head of School 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. One strategy that the Head of School or designee may use is to increase adult supervision 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 Head of School 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 Head of School or designee will work with appropriate school staff to implement them immediately.

## **XII. COLLABORATION WITH FAMILIES**

A founding pillar of BFCCPS is the belief that parents are the Primary Educators of their children. The following outlines strategies and resources to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying.

### **(A) Parent Education and Resources.**

BFCCPS will use the mechanisms already in place (i.e., Pink Sheet, Scope & Sequence, Alert Now, Event Calendar, Parent/Teacher Communication) and the groups already established (i.e., Parent Enrichment Council, Parent Community Organization) to provide parents and guardians with resources on Bullying, Cyberbullying, Retaliation, Internet Safety, and other related topics throughout each school year. Different topics and methods of delivering this information may include, but are not limited to:

- Online Parental Controls, Cell Phone & Internet Safety
- Signs a child is being bullied/is a bully
- Types of Bullying
- Ways to maintain or improve mental health
- Consulting with outside professionals/police when applicable
- Strategies for successful parenting
- Healthy Problem Solving/Conflict Resolution Strategies
- Building Self Esteem
- Cyberbullying
- Confidentiality/School Discipline

BFCCPS, in conjunction with the groups already established, will hold at minimum 2 Parent Education Events during the evening hours, a year. Parents will be introduced to a topic related to bullying either by a staff member, outside professional or through a panel format and will then have time for discussion /brainstorming/processing of the issues at hand. Parents will be encouraged to attend at least one of the Parent Nights per school year.

BFCCPS will dedicate a section of its school webpage to the topics of Bullying, Cyberbullying and Retaliation. The growing list of websites, resources and community events will be updated on a regular basis as new information becomes available. In addition, the Library/Technology Center at BFCCPS also has created a section of resources on the topic of Bullying for parent use.

Parents are encouraged to use the BFCCPS staff, administration, school counselor and school psychologist as anti-bullying resources

The following are also helpful online resources for parents:

- DESE website- <http://www.doe.mass.edu/ssce/bullying/>
- Massachusetts Aggression Reduction Center  
<http://webhost.bridgew.edu/marc/>
- Stop Bullying Now <http://www.stopbullyingnow.hrsa.gov/kids/>
- National School Safety Center <http://www.schoolsafety.us/>

- MA Attorney General  
<http://www.mass.gov/?pageID=cagosubtopic&L=3&L0=Home&L1=Community+Safety&L2=Bullying+and+CyberBullying&sid=Cago>
- Committee for Children <http://www.cfchildren.org/>

B. Notification requirements. BFCCPS will meet the notification requirements of *M.G.L. c. 71, § 37O* by annually notifying all parents and community members about the BFCCPS Bullying Prevention and Intervention Plan

BFCCPS will include the necessary sections of the BPIP in the Student/Parent Handbook. This handbook is provided annually for families.

The BFCCPS BPIP will also be posted in its entirety on the schools website, under the Anti-Bullying tab. We will specifically highlight information on how to report incidences of suspected bullying.

BFCCPS will also utilize our weekly parent communication newsletter “the pink sheet” to alert families to how to access the BPIP, and anti-bullying parent resources on the school website.

BFCCPS will also utilize the Alertnow email notification to communicate and advertise with our parent community about parent education events

### **Problem Resolution System:**

Any parent wishing to file a claim or concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Problem 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 individual can call 781-338-3700. Hard copies of this information are also available in the BFCCPS main office.



# BFCCPS Incident Report Form

Name of reporter/person filing the 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 (specify) \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

If student, state your School: \_\_\_\_\_ Grade: \_\_\_\_\_

If staff member, state your School or Work site: \_\_\_\_\_

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### Information about the Incident:

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

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

Date(s) of Incident: \_\_\_\_\_ Time(s) When Incident(s) Occurred: \_\_\_\_\_

Location(s) of Incident (be as specific as possible): \_\_\_\_\_

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

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other \_\_\_\_\_

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**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 paper if necessary.**

Signature of person filing this report: \_\_\_\_\_ Date: \_\_\_\_\_

(Note: Reports may be filed anonymously.)

**Incident report should be given to Mr. Joseph Perna and/or Patricia Fairbanks.**

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

## APPENDIX B

### ANNUAL AND ONGOING ANTIBULLYING PROFESSIONAL DEVELOPMENT:

2012-2013:

8/22:K-8 Antibullying Workshop; facilitated by Joelle Sobin –School Counselor, and Kristin Corcoran- School Pyscologist. Attendance Roster attached.

8/27: BPIP reviewed at All Faculty Meeting.

8/27: Full Facutly Discussion on Article Responsive Classroom Close the Gateway to Bullying.

9 Antibullying discussed at both Parent Curriculum Nights. BPIP Presented.

2013-2014:

8/26 BPIP reviewed at All Faculty Meeting.- Update to Scope of ARBIS addressed

9- ARBIS and BPIP discussed at both Parent Curriculum Nights

10/7 Office Ward from Medway Police met with Middle School Staff and Students to discuss Cyber Bullying

10/28 Dr. Barbara Englander presented to faculty and parents on her research into cyber bullying and relational aggression

2/8 Ben Speaks presentation for studnets and families focused on empowerment.

5/23 Student presentation on Self Esteem

6/13 Student presentation of short film about being an “Upstander” and how to handle cyberbullying.

2014-2015:

8/25/15 Anti-Bullying presentation at first day of school faculty meeting

9/14 Arbis and BPIP discussed at both Parent Curriculum Nights

10/15 Ooch Anitibullying Assemblies K-8

3/18/2015-- Safe School Presentation from Missy Mae Sturtevant from Safe Schools

3/15- 4/15 Bigger than Bullying Self Esteem Program

5/15 Anti Bullying Capstone presentation

10/21014 :Self Esteem Capstone Project – Postive Message posted around school