

**BULLYING
PREVENTION**

&

INTERVENTION PLAN

HOLYOKE CATHOLIC HIGH SCHOOL

MODEL BULLYING PREVENTION AND INTERVENTION PLAN

I. Introduction.

Holyoke Catholic High School (the "School") acknowledges that its purpose for existence is rooted in the mission of the Church. In fulfilling its role within the educational mission of the Church, the School must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing an integrated Catholic educational environment that permeates all aspects of its daily life and operations. Each child must be challenged to reach his/her full potential by fostering in each child a love of learning and by providing an environment that also fosters respect and understanding of one another. In this regard, it is essential that a safe, positive and productive educational environment be established where students can attain the highest academic achievement and where no student shall be subjected to Bullying, Cyber-Bullying or Retaliation. Bullying, Cyber-Bullying or Retaliation or other similar disruptive or violent behaviors constitute conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and embracing environment. The School's Staff is expected to demand that all students behave appropriately and treat others with civility and respect. Bullying, Cyber-Bullying and Retaliation are not to be tolerated.

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

The School is committed to providing all students with a safe learning environment that is free from Bullying. 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.

The School will take specific steps to create a safe, supportive environment for vulnerable populations in the School community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying.

We will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our School, on School Grounds, or in School-related activities. We will investigate promptly all reports and complaints of Bullying and Retaliation and take prompt action to end that behavior and restore 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.

This Plan is a comprehensive approach to addressing Bullying, and the School is committed to working with students, Staff, families, law enforcement agencies, and the community to prevent issues of violence.

Accordingly, the School hereby makes known this Bullying Prevention and Intervention Plan as required by the Diocese of Springfield Bullying Prevention Policy.

II. **Definitions.** For purpose of this Plan, the following definitions shall apply:

“Aggressor” means a student who engages in Bullying or Retaliation

“Target” means a student against whom Bullying or Retaliation has been perpetrated.

“Bullying” is the repeated use (3 or more times) 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:

- causes physical or emotional harm to the Target or damage to the Target’s property;
- places the Target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a Hostile Environment at School for the Target;
- infringes on the rights of the Target at the School; or
- materially and substantially disrupts the education process or the orderly operation of the School.

By way of example only, Bullying may involve, but is not limited to:

- unwanted teasing
- threatening
- intimidating
- stalking
- Cyber-Stalking
- physical violence
- theft
- sexual, religious, racial or any other type of harassment
- public humiliation
- destruction of School or personal property
- social exclusion, including incitement and/or coercion
- rumor or spreading of falsehoods

For the purpose of this Plan, whenever the term “Bullying” is used it is to denote either Bullying or Cyber-Bullying (as defined below).

“Cyber-Bullying” means Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or

intelligence of any nature transmitted in whole or in part by a:

- radio
- wire
- electromagnetics
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-Bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying.

Cyber-Bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying.

“Hostile Environment” means 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 the students’ education.

“Retaliation” means 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 Grounds” mean property on which a School building or facility is located or property that is owned, leased or used by a School for a School-sponsored activity, function, program, instruction or training.

“Staff” includes, but is not limited to, educators, faculty, administrators, counselors, School nurse, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

III. Leadership

Leadership at all levels of the School community has played a critical role in developing and implementing this Plan in the context of other School and community efforts to promote a positive School climate. The Plan has been developed in consultation with the Board of Trustees, School Staff, School volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Notice and a public comment period by families of students currently attending the School was provided before the Plan was adopted by the School. We all have a primary role in teaching students to be civil to one

another and promoting understanding of and respect for diversity and difference. The Principal and designated members of the Staff, working under the oversight of the Board of Trustees, are collectively responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying. It is also the responsibility of the Principal and such designees to involve representatives from the greater School and local community in developing, implementing and periodically reviewing the Plan.

A. 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 the Staff, have assessed 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 "mapping" process has assisted the School in identifying resource gaps and the most significant areas of need. Based on these findings, the School has developed policies and procedures; established partnerships with community agencies, including law enforcement; and set priorities.

B. Planning and oversight.

The School leaders responsible for the following tasks under the Plan:

1. Reports of bullying will be made to the Guidance Department or Administration;
2. The Administration is responsible for collecting and analyzing building-and/or School wide data on Bullying to assess the present problem and to measure improved outcomes; and will do so in consultation with the Guidance Department and a sub-committee of the Faculty Council.
3. Incidents are recorded and tracked through the Administrators Plus Database program. This denotes both targets and aggressors. A hard copy is kept on file in the Dean of Students office. The Dean of Students oversees this process for recording and tracking incident reports. The Dean of Students accesses this information and produces reports on targets and aggressors as needed;
4. Administrators and the Guidance Department will plan ongoing professional development in conjunction with the Catholic Schools Office;

5. The Guidance Department will plan supports that respond to the needs of Targets and Aggressors;
6. The Administration and Guidance Department will choose and implement the curricula that the School will use;
7. The Administration will develop new or revise current policies and protocols under the Plan, including an Internet safety policy which will be written in the student and faculty handbook. The administration will designate key staff to be in charge of implementation;
8. The Dean of Students will amend student and Staff handbooks and codes of conduct following an annual review with the Principal, Academic Dean, and Faculty;
9. The Crisis Management Team and the Administration, in consultation with the Parent Partnership officers will lead the parent or family engagement effort and draft parent information materials;
10. The Administration and Guidance Counselors will review and update the Plan each year, or more frequently as needed.

C. Priorities.

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

The School is committed to providing all students with a safe learning environment that is free from Bullying. 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.

The School will take specific steps to create a safe, supportive environment for vulnerable populations in the School community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying.

IV. Prohibition Against Bullying and Retaliation.

Bullying is prohibited:

- On School Grounds owned, leased or used by a School
- On property immediately adjacent to School Grounds;
- At any 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 any other vehicle owned, leased or used by the School; or,
- Through the use of technology or an electronic device owned, leased or used by the School

Bullying is also prohibited at a location, activity, function or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School if the act or acts in question:

- create a Hostile Environment at School for the Target;
- infringe on the rights of the Target at School; or
- materially and substantially disrupt the education process or the orderly operation of the School.

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

V. Training and Professional Development.

- A. Annual Staff Training on the Plan. Annual training on the Plan for all School Staff, and, in the discretion of the Principal, volunteers who have significant contact with students, will include Staff duties under the Plan, an overview of the steps that the Principal or his/her designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of any Bullying prevention curricula to be offered at the School. 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. Written Notice to Staff. At the beginning of each School year, the Principal or his/her designee shall provide written notice to the School Staff of the Diocesan Schools Office Policy and the Plan. Relevant sections of the Diocesan Schools Office Policy and the Plan relating to the duties of School Staff shall be included in the School employee handbook.
- C. On-going 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. Professional development may be informed by research and may 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 programs for students with Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the School for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;

- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in School or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

VI. Access to Resources and Services.

This Plan describes the strategies for providing support and services necessary to ensure that the underlying emotional needs of Targets, Aggressors, Families, and others are addressed. In order to enhance the School's capacity to prevent, intervene early, and respond effectively to Bullying, these services reflect an understanding of the dynamics of Bullying and provide approaches to address the needs of Targets and Aggressors. This Plan includes a strategy for providing counseling or referral to appropriate services for Aggressors, Targets, and family members of those students.

A. Identifying resources.

There will be an annual review of current staffing and programs that provide counseling and other services for Targets, Aggressors, and their families and support the creation of positive School environments by focusing on early interventions and intensive services. The School will adopt new curricula, establish safety planning teams, and identify agencies that can provide supplemental services.

B. Counseling and other services.

The Guidance Department will make its counseling services available to students who have been targets of Bullying. Holyoke Catholic Guidance Counselors will work in conjunction with local agencies and those services that are available to each family at the family's expense or through the family's insurance plans, to provide safety plans and social skills programs for students who have been targets of Bullying or Retaliation. The Guidance Department will also offer education and/or intervention services for students exhibiting Bullying behaviors, by utilizing behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with disabilities.

When the School determines that the student has a disability that affects social skills development or that the student may participate in or is vulnerable to Bullying, harassment, or teasing because of his/her disability, the School will

consider what reasonable accommodations should be undertaken with a view toward developing the student's skills and proficiencies so as to avoid and respond to Bullying.

D. Referral to outside services.

The School will establish a referral protocol for referring students and families to outside services. These clear protocols will help students and families access appropriate and timely services. All referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated annually to assess their relevance to the Plan, and revised as needed.

VII. Policies and Procedures for Reporting and Responding to Bullying and Retaliation.

A. Reporting Bullying or Retaliation.

Reports of Bullying and 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. The Bullying Prevention and Intervention Incident Reporting Form (**EXHIBIT B**) is to be completed and placed in a confidential locked file.

A School Staff member is required to report immediately to the Administration or Guidance Department 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 staff members may be made anonymously. The school will: 1) include a copy of the incident reporting form in the beginning of the year packets for students, parents or guardians; 2) make it available in the Dean of Student's Office, school's main office, counseling office, school nurse office, and other locations determined by the Administration; 3) posted on the schools website. The incident reporting form will be made available in the most prevalent language(s) of origin of students, parents or guardians.

At the beginning of each School year, the School 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 Administration and Guidance Department, will be

incorporated in Student and Staff handbooks, on the School 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 of designee when he/she witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to the Administration does not limit the authority of the Staff member to respond to behavioral or disciplinary incidents consistent with School policies and procedures for behavior management and discipline.

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

The School 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 Administration. 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 Administration.

B. Responding to a report of Bullying or Retaliation.

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Administration or Guidance 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 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 (if possible) and access to the Target. The Administrator or Guidance Department will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Administration or Guidance 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 the Superintendent – Catholic Schools Office. Upon determining that Bullying or retaliation has occurred, a copy of **Exhibit B – Bullying Prevention and Intervention Incident Reporting Form** is to be submitted to the Superintendent – Catholic Schools office. If necessary, the Superintendent and Administration will confer with the General Counsel of the Diocese.
- b. Notice to parents or guardians. Upon determining that Bullying or Retaliation has occurred, the Administration or Guidance will promptly notify the parents or guardians of the Target and the Aggressor of this, and of the procedures for responding to it.
- c. Notice to Another School. 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 Administrator or Guidance Counselor 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.
- d. Notice of Law Enforcement. At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Administration or Guidance Counselor has a reasonable basis to believe that criminal charges may be pursued against the Aggressor, the Administrator will notify 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 Administrator will contact the local law

enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the Aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable School policies and procedures, consult with the Chicopee School Resource Officer, and other individuals the Administration deems appropriate (including, but not limited to, the Office of the General Counsel of the Archdiocese).

- C. Investigation. The Administration 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 Administration will, among other things, interview students, Staff, witnesses, parents or guardians, and others as necessary. The Administration (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 Administration or Guidance staff. To the extent practicable, and given his/her obligation to investigate and address the matter, the Administrator or Guidance Counselor will maintain confidentiality during the investigation process. The Dean of Students will maintain a written record of the investigation.

Procedures for investigating reports of Bullying and Retaliation will be consistent with School policies and procedures for investigations. If necessary, the Administration will consult with the Superintendent of Catholic Schools and, if necessary the Superintendent and Administration will confer with the General Counsel of the Diocese. The Administration will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Administration 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 Administration 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 Administration 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 Administration 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 Massachusetts and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Administration 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.

D. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the Administration's determining that Bullying or Retaliation has occurred, the law requires that the School use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Mass. Gen. Laws. Ch. 71, Section 370(d)(v). Skill building approaches that Administration of Guidance Department may consider include:

- Offering individualized skill-building sessions based on the School'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. This includes instruction in religion classes on Christian behavior towards others;
- 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 Administration decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Administration, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the School's code of conduct.

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

If the Administration 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 Administration 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 Administration 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 Administration or Guidance Counselor will contact the Target to determine whether there has been a reoccurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Administration and/or Guidance Counselor will work with appropriate School Staff to implement them immediately.

VIII. Collaboration with Families

The Plan will identify the parent resource and information networks that the School will collaborate with in working with parents and guardians.

- A. Parent education and resources. The School will offer education programs for parents and guardians that are focused on the parental components of the anti-

Bullying curricula. The programs will be offered in collaboration with the Guidance Department and the Parent Partnership.

- B. Notification requirements. Each year the School will inform parents or guardians of enrolled students about the anti-Bully 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. The School will post the Plan and related information on its website.

IX. Relationship to Other Laws.

Consistent with Massachusetts and federal laws, and the policies of the School, nothing in the Plan prevents the School from taking action to discrimination or harassment based on a person's membership in a legally protected category under local, Massachusetts, or federal law, or School policies.

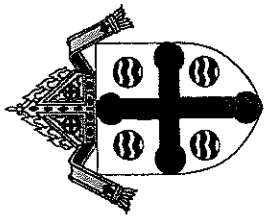
In addition, nothing in the Plan is designed or intended to limit the authority of the School to take disciplinary action or other action under Mass. Gen. Laws. Ch. 71, Section 37O (d)(v), other applicable laws, or local School policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

In no event should the Plan be construed in any way so as to limit or modify the obligation of mandated reporters to timely make required so-called 51A Reports where appropriate.

EXHIBIT A

EXHIBIT A

Catholic Schools – Diocese of Springfield Bullying Incident Reporting Process



REPORT from
Target/Other Student, Bystander/Witness, Staff
Parent/Guardian, Community Member/Agency, Anonymous*

Administrator or Designee

Is student injured, requiring immediate medical attention?

YES

Medical Treatment

Notify Parents/Guardian

Documentation

NO

CONDUCT INVESTIGATION

Interview student
Interview witnesses
Interview accused
Review Video (if applicable)
Review documents

See School's website for more information

Is there bullying?
Severe [1] or repeated behavior that has the effect of:

- Harm/reasonable fear of harm or damage to property? **or**
- Hostile environment at school for victim? **or**
- Infringement on student's rights at school? **or**
- Material/substantial disruption of education/operation of the school?

YES

Notify parents/guardians of target and of aggressor

Counseling/Referral (if recommended)

Pastor (if applicable),
Diocesan Superintendent's Office

Is the behavior criminal?

YES

Notify authorities (Police Department)

NO

Determination of incident as other than bullying.

YES

Refer to Code of Conduct

NO

Follow up with all involved students

[1] = Is the incident significantly offensive from a reasonable person standard?
*Reports do not lead to disciplinary action based solely on an anonymous report; documentation is made only after an investigation if the only complaint is made anonymously.

EXHIBIT B

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/Guardian Administrator Other (specify) _____

Your contact information/telephone number: _____

4. **If student, state your school:** _____ **Grade:** _____

5. **If staff member, state your school or work site:** _____

6. 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): _____

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 additional sheets of paper if necessary and attach them to this document.**

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

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

EXHIBIT C

EXHIBIT C

Bullying Behavior Guidelines & Consequences Grades K-6

VERBAL	PHYSICAL	SOCIAL/RELATIONAL	PROCEDURES & CONSEQUENCES
<ul style="list-style-type: none"> • Harm to someone's self – esteem or feeling of safety 	<ul style="list-style-type: none"> • Harm to someone's body or property 	<ul style="list-style-type: none"> • Harm to someone's group acceptance • Harm of a sexual nature to someone's self-esteem, feeling of safety, body or property 	<ul style="list-style-type: none"> • It is important to recognize that each incident will be dealt with individually as all circumstances will be different. These guidelines will be at the discretion of the principal. • Retaliation against a person, who reports bullying, provides information during an investigation, witnesses or has reliable information about bullying will be considered a Level 2 behavior.
Level 1 Behavior			
<ul style="list-style-type: none"> • Teasing • Name calling • Insulting remarks • Hurting someone's feelings (3 times or fewer) 	<ul style="list-style-type: none"> • Pushing • Slapping • Pinching • Scratching • Shoving • Hitting • Biting (Biting will warrant a phone call to the parents) (3 times or fewer) 	<ul style="list-style-type: none"> • Purposeful exclusion, telling others not to be someone's friend or other actions that would cause someone to be without friends • Gossiping, spreading or starting rumors (3 times or fewer) <p>Sexual behaviors are an automatic Level 2</p>	<ul style="list-style-type: none"> • First Offense • Verbal warning and discussion with teacher • Verbal recommendations • Restorative practice/apology • Observer and/or Target fills out the Bullying Incident Report Form and submits it to principal • Second Offense • Same as First Offense • Time out /loss of privilege • Third Offense • Same as Second Offense • Loss of major privilege • Principal contacts parents of target and Aggressor • Observer and/or Target submits Bullying Incident Report Form to principal
Level 2 Behaviors or behaviors that have occurred more than 3 times			
<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Purposely embarrassing or humiliating another student • Profanity • Insulting comments about intelligence, size, ability, race, color, religion, ethnicity, gender 	<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Biting scratching • Tripping, causing a fall • Threatening physical harm • Damaging property • Stealing/hiding or purposefully taking things 	<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Purposefully embarrassing or humiliating another person • Teasing publicly about clothing, looks, relationships, socioeconomic status • Sexual gestures, remarks, harassment 	<ul style="list-style-type: none"> • Observer and/or Target fills out the Bullying Incident Report Form and submits it to principal • Principal meets with Target and Aggressor and reviews bullying policy and its implications • Principal meets with parents of Target and Aggressor • Teacher/principal monitor student's behavior and follow up • Student's privileges reduced and/ or no recess, quiet lunches • Student performs school/parish community service • Other consequences as deemed appropriate by the principal • Suspension, either internal or external depending on severity of the incidents • Notify law enforcement if the principal believes that criminal charges may be pursued against the perpetrator per M.G.L. c. 71
Level 2 Behaviors or behaviors that have occurred more than 3 times			
<ul style="list-style-type: none"> • These behaviors may occur but are not limited to: one-on-one, in a group, or via the misuse of technology 			

Bullying Behavior - Guidelines & Consequences **Grades 7 - 12**

VERBAL	PHYSICAL	SOCIAL/ RELATIONAL	SEXUAL	PROCEDURES & CONSEQUENCES
<ul style="list-style-type: none"> • Harm to someone's self—esteem or feeling of safety 	<ul style="list-style-type: none"> • Harm to someone's body or property 	<ul style="list-style-type: none"> • Harm to someone's group acceptance 	<ul style="list-style-type: none"> • Harm of a sexual nature to someone's self esteem, feeling of safety, body or property 	<ul style="list-style-type: none"> • It is important to recognize that each incident will be dealt with individually as all circumstances will be different. These guidelines will be at the discretion of the principal. • Retaliation against a person, who reports bullying, provides information during an investigation, witnesses or has reliable information about bullying will be considered a Level 2 behavior.
Level 1 Behavior				
<ul style="list-style-type: none"> • Teasing • Name calling • Insulting remarks • Verbal harassment, including cyber bullying • 3 times or fewer 	<ul style="list-style-type: none"> • Pushing • Shoving • Hitting • 3 times or fewer 	<ul style="list-style-type: none"> • Purposeful exclusion, telling others not to be someone's friend • Gossiping, spreading or starting rumors • 3 times or fewer 	<ul style="list-style-type: none"> • Bullying Policies & Procedures do not replace sexual harassment laws • Automatic level 2 	<ul style="list-style-type: none"> • Observer and/or Target fills out the Bullying Incident Report Form and submits it to principal • Principal meets with student and reviews bully policy and its implications • Teacher/principal will monitor student's behavior and follow up • Principal contacts parents of Aggressor/Target
Level 2 Behavior (some of these behaviors are against the law)				
<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Purposely embarrassing or humiliating another student • Profanity • Slander • Insulting comments about intelligence, size, ability, race, color, religion, ethnicity, gender 	<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Biting, scratching • Tripping, causing a fall • Threatening gestures • Threatening physical harm • Damaging property • Stealing/hiding or purposefully taking items not belonging to her/him 	<ul style="list-style-type: none"> • Any Level 1 infraction that has occurred more than 3 times • Purposely embarrassing or humiliating another person • Teasing publicly about clothing, looks, relationships, socioeconomic status 	<ul style="list-style-type: none"> • Automatic level 2 • Sexual comments • Leering • Gestures • Sexual harassment verbal and teasing in nature 	<ul style="list-style-type: none"> • Observer and/or Target fills out the Bullying Incident Report Form and submits it to principal • Principal meets with student and reviews bully policy and its implications • Teacher/principal monitor student's behavior and follow up • Principal contacts parents of Aggressor/Target • Student's privileges reduced and/ or no recess, quiet lunches • Student performs school/parish community service • Suspension, either internal or external depending on the severity of the behaviors • Other consequences as deemed appropriate by the principal • Notify law enforcement if the principal believes that criminal charges may be pursued against the perpetrator per M.G.L. c.71.
<p>These behaviors may occur but are not limited to: one-on-one, in a group, or via the misuse of technology – cellphone, computer, photographs – including e-mails, internet, instant voice messaging, texting, websites, chat rooms</p>				

Bullying Behavior Guidelines and Consequences Level 3 Grades K - 12

VERBAL	PHYSICAL	SOCIAL/ RELATIONAL	SEXUAL	PROCEDURES AND CONSEQUENCES
<p>Any level 2 infraction that has occurred more than once</p> <ul style="list-style-type: none"> • Battery, physical fighting • Assault, battery • Intentional destruction of property • Purposefully destroying property of others 	<p>Any level 2 infraction that has occurred more than once</p> <ul style="list-style-type: none"> • Threats, physical, verbal or forced silence • Verbal cruelty • Displaying sexually explicit pictures or objects 	<p>Any level 2 infraction that has occurred more than once</p> <ul style="list-style-type: none"> • Extortion • Harassing • Racial or religious slurs or insults 	<p>Any level 2 infraction that has occurred more than once</p> <ul style="list-style-type: none"> • Displaying sexually explicit pictures or objects • Sexual harassment verbal with intent to emotionally harm • Any type of physical harassment 	<ul style="list-style-type: none"> • Incident is reported on Incident Report form • Principal meets parents of Aggressor/Target • Principal updates all staff • Possible in-school suspension, out-of-school suspension, or expulsion • Payment or restitution for damages if applicable • Other consequences as deemed appropriate by the principal • Law enforcement contacted if applicable

EXHIBIT D

EXHIBIT E

EXHIBIT E

IS THIS BULLYING?

A GUIDE FOR PARENTS

For a behavior to be deemed “bullying,” it needs to include **ALL** of the following elements (defined by Massachusetts State Law):

- Must be **repeated** (three or more) actions by one or more Aggressors
 - Must be a written, verbal or electronic expression or a physical act or gesture or any combination thereof
 - Must be directed at a Target so that it causes one or more of the following:
 - Physical or emotional harm to the Target;
 - Damage to the Target’s property;
 - Places the Target in reasonable fear of harm to him/herself or of damage to his/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.
- ❖ **One-time incidents** may be deliberately mean or cruel, but they **ARE NOT** bullying. Still, one-time incidents may be subject to school discipline as per the school’s policy.

EXHIBIT E
Parental Bullying Information Sheet
When Should You Contact The School?

You should contact the school to inform them of a situation when:

The Situation	Your Role	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of any incident	Get as many specific details as possible about why this is occurring	They can create a Safety Plan for your child.	They cannot discuss with you any discussions or actions taken with other children, including the child your child is afraid of.
Your child reports to you an incident that occurred at school.	Be sure to get very specific information from your child about the incident.	They can take steps to ensure the safety of the children involved.	They cannot discuss with you the steps they take that involve any other child.
Your child reports to you that they've heard a rumor about a future incident that may occur at school.	Get as many specific details as possible.	Investigate the plausibility of the future incident and take appropriate actions	They cannot discuss with you their discussions with other children.
Your child reports to you that another child is being bullied at school.	Get as many specific details as possible.	Investigate the situation	Report back to you any outcome of the investigation.
You hear about a school bullying incident from any other credible source (e.g., from other children, or reading about it on your child's Facebook page, etc.)	Get as many specific details as possible.	Investigate the situation	Report back to you any outcome of the investigation, except for your child's part, if any.
If you have a serious disagreement about a disciplinary action taken by the school	If this is the case, begin by pursuing a private conversation with the school administration. Challenging the school's authority publicly to make such decisions will only, in the long run, lead to more disciplinary problems among children who will perceive that the adult community does not respect the school administration.		Educators are bound by policy. They may not be able to change an action if doing so violates the policy set by the Diocese.

If you wish to review the law, it may be accessed through:

*Law Enforcement Dimensions – www.ledimensions.com This is the clearest and easiest to read.

*www.mass.gov The actual bill is listed as Senate #2313

*Additional information concerning bullying and cyberbullying can be obtained through:

Massachusetts Aggression Reduction Center at Bridgewater State College "MARC"

www.bridgew.edu/marc