

**SOUTHERN BERKSHIRE
BULLYING PREVENTION/
INTERVENTION AND
EDUCATION PLAN**

Revised 1/22/2020

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DISTRICT MISSION STATEMENT

To prepare our students for the challenges of global citizenship in a rapidly changing and increasingly competitive world, the Southern Berkshire Regional School District is committed to creating an environment for learning that advances intellectual growth, creative thinking, relationships, and ethical behavior.

EXPECTATIONS FOR STUDENT LEARNING

Students will be able to demonstrate:

1. Effective communication
2. Critical and creative thinking skills
3. Critical and effective uses of information resources
4. Appropriate and effective uses of technology

STUDENT SOCIAL AND CIVIC EXPECTATIONS

Students will:

1. Practice the skills necessary for physical, social, and emotional well-being
2. Show respect for self, others, and the environment
3. Set goals and make informed decisions
4. Accept responsibility for their actions
5. Practice civic engagement
 - recognize that high standards apply to all students
 - develop exhibitions of his/her work
 - be involved in decisions relating to his/her course work, school governance, and policies
 - feel safe, both psychologically and physically

BULLYING PREVENTION/INTERVENTION AND EDUCATION VISION STATEMENT

Southern Berkshire Regional School District strives to create an emotionally and physically safe environment of courtesy, respect, and tolerance for all. We are committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that impedes the learning process.

The district recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by a person who has or is perceived to have one (1) or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and will provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The district will promptly investigate all reports of bullying, cyberbullying, and retaliation, and will take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

PREFACE

Congruent with our district mission statement, this plan strengthens our continuing efforts to sustain a culture of security, acceptance, and support for all the members of our community. The strategies detailed herein built upon the initial work completed in 2007, long before such efforts were required by law. The objectives of M.G.L. c. 71 § 37O reflect the long standing resolve of our district to place values-driven education at the forefront of our thinking. Pursuant to this law, our School Committee adopted this anti-bullying intervention and education plan in 2011 and reviews and updates this on a biennial basis.

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT
BULLYING PREVENTION AND INTERVENTION PLAN**

- I. LEADERSHIP** - The intent of the Bullying Prevention/Intervention Law strongly resonates with the core values of our District's Vision Statement. In order for the ideals of these documents to make a meaningful difference in the lives of adults and children in our school district, the bullying prevention/intervention effort must be organized and communicated by those in leadership positions both inside and outside our schools.
- A. Organize a committee to assess the status of our current bullying prevention/intervention effort and make recommendations for improvement.
- Review the current efforts and make revisions as necessary.
 - Revise/affirm the vision statement which has driven the effort.
 - Conduct a student needs assessment survey.
 - Make recommendations for and support professional development.
- B. Raise the awareness and educate parents and the community at large about the Bullying Prevention/Intervention Law (M.G.L. c. 71 § 37O) and the steps our school district is taking to address it. The goal of this effort is to facilitate students, parents, staff, and community members to work together continuing to make expectations of civility, trust, and support essential components of our district culture.
- C. Educate the community both inside and outside of school about the Southern Berkshire Regional School District efforts.
- School committee presentation on the SBRSD Bullying Prevention/Intervention Plan.
 - Revision of Parent/Student Handbooks.
 - Revision of District Staff Handbook.
 - School Councils will provide input regarding the plan.
 - Faculty Meetings
 - School assemblies are conducted at both the elementary and secondary levels.
 - The website will be used to communicate updates about the Bullying Prevention/Intervention Plan.
 - We will work in partnership with the Berkshire County District Attorney's office and local police departments to provide ongoing educational experiences for students and staff.
- D. The district will biennially update this plan. Additionally, at least once every four (4) years, the district will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. The district will report bullying incident data to the Department of Elementary and Secondary Education on an annual basis.
- II. WORKING VOCABULARY** - The law is very specific about the meaning and scope of definitions related to bullying. We must be consistent in the use and understanding of the following terms as described in the legislation.

- A. “Aggressor” - The aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extra-curricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.
- B. “Bullying” - 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 victim that: (1) causes physical or emotional harm to the victim or damage to the victim’s property; (2) places the victim in reasonable fear of harm to himself or of damage to his property; (3) creates a hostile environment at school for the victim; (4) infringes on the rights of the victim at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. For the purpose of this section, bullying shall include cyberbullying.
- C. “Cyberbullying” - 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 wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (1) the creation of a web page or blog in which the creator assumes the identity of another person or (2) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyberbullying 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 definition of conditions enumerated in clauses (1) to (5), inclusive, bullying.
- D. “Hostile Environment” - 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 student’s education.
- E. “Retaliation” - 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.
- F. “Staff” - 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 para-professionals.
- G. “Target” - A target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

- H. “False Reporting” - A student who knowingly makes an untrue accusation of bullying, cyberbullying, or retaliation or misrepresents or fabricates information relative to bullying, cyberbullying, or retaliation; or perpetuates rumors or innuendos thereto.

III. PROHIBITION OF BULLYING, CYBERBULLYING, AND RETALIATION

Bullying Prohibited - Bullying in any form, including cyber-bullying, is absolutely forbidden. In addition, retaliation against another student who has brought forth a bullying complaint to the attention of the School District or who has cooperated in an investigation of a complaint under this policy is also prohibited and will not be tolerated by the Southern Berkshire Regional School District. It is a violation for anyone, including another student, to bully or intimidate a student through conduct or communication as defined in section II of this document. All students shall be afforded the same protection under this plan regardless of legal status.

Bullying is prohibited:

- On school grounds
- At school sponsored or school-related activities
- At functions or programs whether on or off school grounds
- At school bus stops
- During transit to and from school or school-related activities
- On school buses or other vehicles owned, leased or used by the school district
- Through the use of technology or an electronic device owned, leased or used by the Southern Berkshire School District.

Bullying and cyberbullying are 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 Southern Berkshire Regional School District if the act or acts in question:

- Create(s) a hostile environment at school for the target;
- Infringe(s) on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of the school.

IV. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the District has established 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.

1. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Anonymous reports may be made to school personnel by phone, mail, or any means available for contact.

Methods of Communication:

- Parents/Students - SBRSD Anti-Bullying Hotline:
 - Mount Everett Regional School 413-229-8734 #418
 - Undermountain Elementary 413-229-8754 #419
- A SBRSD web page link for comments regarding bullying, retaliation, or false reporting.
- District email – bullyingalert@sbrsd.org
- Middle/High School – Assistant Principal or designee.
- Elementary Schools - Assistant Principal or designee.

Incident Reporting Form. Use of an Incident Reporting Form (IRF) is not required as a condition of making a report. The IRF is included in the Handbook for Students and Families, can be accessed online for anonymous reporting, and is available in paper form upon request. The IRF will be made available in the most prevalent language(s) of origin of students and parents or guardians. At the beginning of the school year, SBRSD 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 principal or designee, will be incorporated in student and staff handbooks, on the website, and in information about the plan that is made available to parents and guardians.

Reporting by Staff. A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures.

Reporting by Students, Parents or Guardians, and Others. The District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely 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 principal or designee.

2. Responding to a Report of Bullying or Retaliation

Safety. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

3. Obligations to Notify Others:

- a. Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Teachers and Education Staff.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify appropriate education staff and teachers of the target and the aggressor, and of the safety and response plans to prevent further bullying.
- c. Notice to another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- d. Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, and other individuals the principal or designee deems appropriate.

4. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

5. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- determine what remedial action is required, if any
- determine what responsive actions and/or disciplinary action is necessary

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

6. Responses to Bullying

The District will utilize an array of skill building strategies and/or individualized interventions to remediate or prevent further bullying and retaliation, such as:

a. Teaching Appropriate Behavior Through Skills-building.

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

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand 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.

b. Taking Disciplinary Action.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

c. *Promoting Safety for the Target and Others.*

The principal or designee will consider what adjustments, 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 principal 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 principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Background and Description of Legal Requirements

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. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

- a. ***Specific Bullying Prevention Approaches.*** Curricula will be informed by current research which, among other things, emphasizes the following approaches: Using scripts and role plays to develop skills; empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance; helping students understand the dynamics of bullying and cyberbullying, 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. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.
- b. ***General Teaching Approaches that Support Bullying Prevention Efforts.*** The following approaches, captured within the District's Multi-Tiered System of Support (MTSS), underscore the importance of our bullying intervention and prevention initiatives, and are integral to establishing a safe and supportive school environment:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

STRATEGY	APPROACH	IMPLEMENTATION	RESPONSIBLE PARTY
Effective Instruction	Professional Learning Communities, Collaboration Meetings, Department Meetings, Early Childhood Meetings	Ongoing PreK-12	Principal, AP, Director of Student Services, Teachers, Related Services
Whole School Initiatives	Morning Meeting, and Advisory	Daily PreK-5, Weekly 6-12	Teachers
Whole School Initiatives	Positive Sign Thursday	Bi-monthly Prek-5 Weekly 6-12	Principals
Tiered Approach	Good News Call Peer-Leadership Training Wellness Unit Civics SST SAT	Weekly K-5 Grade 5 6-10 th grade 8 th grade Weekly K-5 & 6-12 Weekly K-5 & 6-12	Principal Principal, AP, Teachers, and Support Staff Principal and Teachers Principal and Teachers Principal & SST Team (includes regular education teachers, SPED teachers, school psychologist, and related services as needed) Principal, AP, Dir. of Student Services & SACs
Evidence-Based Curriculum	Second Step	K5	Teachers
Activities/Athletics	Training on Anti-Hazing	6-12 th grade	Student Activities Teaches and Athletic Director

VI. COLLABORATION WITH FAMILIES

Background and Description of Legal Requirements

The District is committed to utilizing strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Therefore, approaches to collaboration will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

Information about bullying prevention and interventions used by the District will include:

- how parents and guardians can reinforce the curricula at home and support the school or district plan;
- the dynamics of bullying;
- online safety and cyberbullying

Notification Requirements. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan and the District's internet safety policy. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All information made available to parents or guardians will be in hard copy and electronic formats and will be available in the language(s) most prevalent among parents or guardians. The Bullying Prevention and Intervention Plan and related information will also be posted on the District website.

Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

VII. PROFESSIONAL DEVELOPMENT

Background and Description of Legal Requirements

The Plan must reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school or district community. Plans should also identify which trainings will be provided districtwide and which will be school-based.

1. Developmentally (or age-) appropriate strategies to prevent bullying;
2. Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
3. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
4. 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;
5. Information on the incidence and nature of cyberbullying; and
6. 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.

TYPE OF ACTIVITY	TAGET AUDIENCE	FREQUENCY	TOPICS
GCN Bullying Prevention Tutorial	All staff	Annually	See #1-6 above
Written Notice	All staff	Annually	Information about the policy and the plan, including sections related to staff duties in the school or district employee handbook and the student handbook.
Overview of Policy and Plan	All staff	Annually	<ul style="list-style-type: none"> • Staff duties under the plan. • An overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation. • An overview of the bullying prevention practices to be offered at all grades in the school. • Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Plan (IEPs). This will include a particular focus on the needs of students whose disability affects social skill development.

APPENDIX A
SBRSD BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made.*
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: **Target of the behavior** **Reporter (not the target)**

3. Check whether you are a: **Student** **Staff member (specify role)** _____
 Parent **Administrator** **Other (specify)** _____

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 space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

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

10: **Form Given to:** _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

SOUTHERN BERKSHIRE ELEMENTARY SCHOOLS BEHAVIOR REPORT FORM

Student Name: _____ Date: _____
 Teacher: _____ Class: _____ Time: _____
 Location:
 Recess Classroom
 Hallway Lunchroom
 Specials Field Trip
 PE Chorus
 Art Band
 Music

Individual Reporting: _____

Action Taken by adult before requesting assistance:

Private Conference with Student
 Phoned Parents
 Parent Conference
 Other _____

Description of the Behavior(s) / Incident:

Continued on Back: Yes _____ No _____

How did student appear/present at the time of the behavior?
 (agitated, disruptive, destructive, dangerous etc.)

As evidence by (pacing, teasing, shouting, punching, throwing):

Staff actions in response to behavior: _____

Student response to staff: _____

Additional actions taken by the adult (resolution/processing):

Was non-violent restraint necessary?

Yes ___ (report must be filed with this form)

No ___

Staff signature: _____

Behavioral Infractions

To be filled in by administrator

- Activating False Fire Alarm
- Cheating
- Computer Violation/Cyberbullying
- Defiance of Authority
- Disrespect
- Dress Code Violation
- Hitting/punching
- Inappropriate Touching
- Leaving Class/School without Permission
- Noncompliance
- Physical Aggression/ Fighting
- Possession/Use of Alcohol/Drugs/Cigarettes
- Possession of Stolen Property/ Theft
- Possession/Use of Weapon
- Profanity/ Obscene Gesture/Inappropriate Language
- Threatening/ Intimidating a Student/Teacher
- Vandalism (Deliberate)

Administrative Action:

- _____ Spoke with Student
- _____ Call Home
- _____ Time out in office
- _____ Recess Denied
- _____ Written or verbal apology
- _____ Internal Suspension
- _____ External Suspension
- _____ Other _____

Continued on back: Yes ___ No ___

Signature: _____

Date: _____

This section is to be completed by administrator

Anonymous Report of Bullying

Anonymous boxes are located outside high school and elementary libraries.

Who was involved?

Where did it occur?

What happened?

When did the bullying occur?

Was it cyberbullying?

(Text, Facebook, i.m.IM, online, email, etc.)

Coaching the Student Who Bullied

This coaching model (for use with students who bully) has five steps.

1. Identify the problem and diffuse reporting responsibility.

Ideas:

“I have been hearing that ...”

“Many students have reported that ...”

2. Ask questions and gather information.

Ideas:

“I’d like to hear from you about what happened.”

“How would you feel if this happened to you?”

3. Apply consequences.

Idea:

Review the school policy regarding bullying.

4. Generate solutions for the future.

Idea:

“What are some ways to prevent this from happening again?”

5. Follow up.

Ideas:

See how the plan is working.

Contact parents as appropriate.

Refer student for further discipline as appropriate.

Refer ore serious or chronic cases to an administrator or counselor.

Note: Be sure to coach the kids who have been bullied separately from those who bullied them. Bullied children are often frightened and may deny that there is any problem when face-to-face with children who have repeatedly harassed them.

**Mount Everett Regional School
Request for Administrative Assistance**

Student _____

Teacher _____

Date _____ Period _____

**Action Taken by Teacher before
Requesting Assistance**

- Private Conference with Student
- Phoned Parents
- Parent Conference
- Mailed Information to Parents
- Detention
- Other

Additional Information About Incident

Administrative Action:

Signature: _____

Behavioral Infractions

- Assault/Battery
- Bus Referral
- Cheating
- Damage to School
- Fighting
- Profanity/Inappropriate Language
- Rude/Discourteous

Attendance Violations

- Cutting a Class
- Excessive tardiness (3 or more) classes
- Leaving a class without permission
- Leaving school without permission
- Tardy to school
- Tardy to class
- Truancy

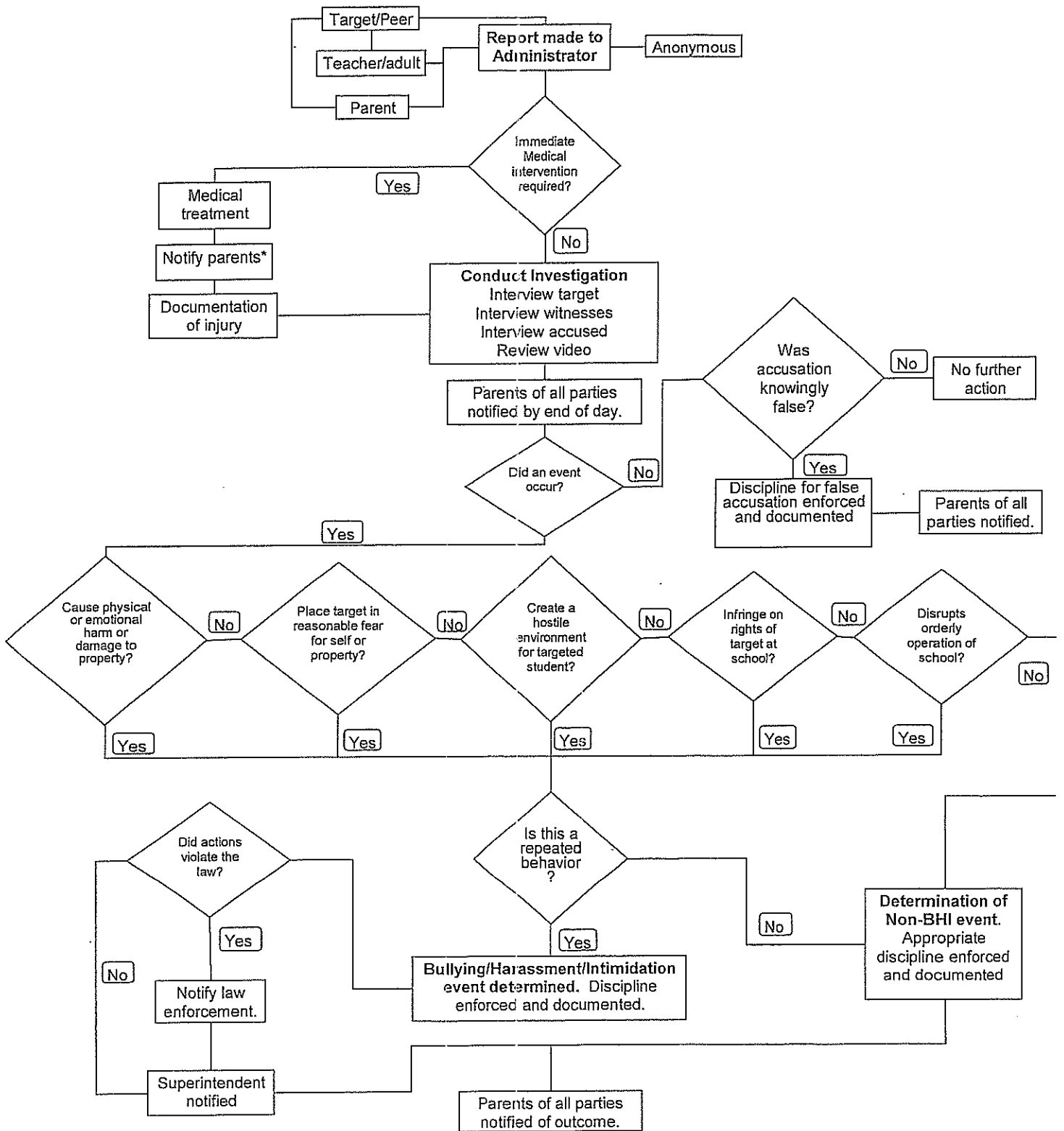
Handbook Violations/Other

- Computer Violation
- Distribution of controlled substance
- Dress code violations
- Driving violations
- Failure to serve detention
- Bullying/Harassment
- Possession of contraband
- Sexual impropriety
- Theft
- Other

Restraint was necessary _____

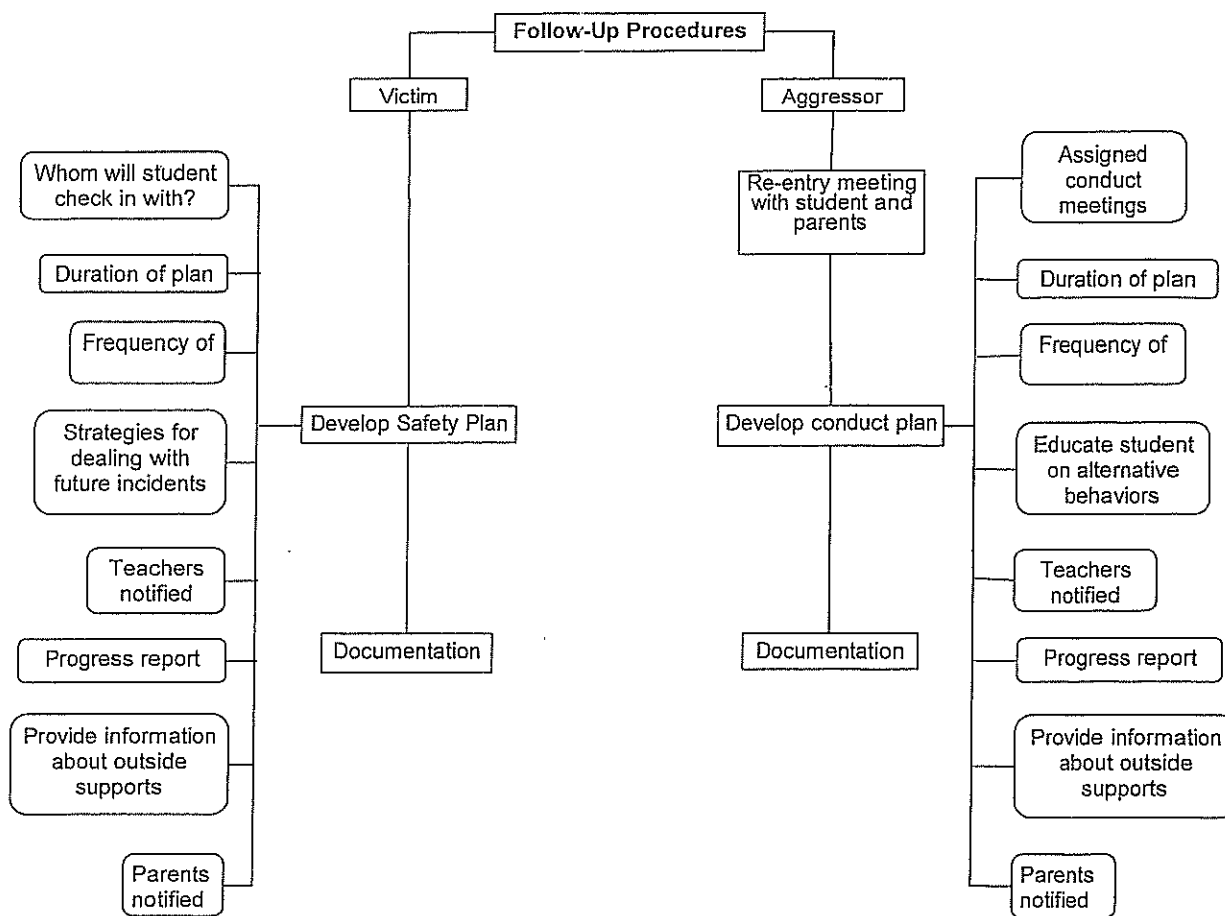
Restraint report filed _____

Bullying/Harassment/Intimidation Flowchart



*The term "parents" anywhere in this document refers to parents or legal guardians.

Bullying/Harassment/Intimidation Flowchart



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