

CARVER PUBLIC SCHOOLS

Bullying Prevention and Intervention Plan

Established December 14, 2010
Attorney revisions - November 8, 2013
Attorney revisions - September, 2014
Approved by School Committee 11/10/2014
Attorney revisions - **February, 2019**
Revisions - March 15, 2023

DEVELOPMENT AND IMPLEMENTATION OF BULLYING PREVENTION AND INTERVENTION PLAN

This plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, the local law enforcement agency, students, parents and guardians. Furthermore, the consultation included a public comment period from November 1, 2010 to December 1, 2010. A public forum was held at the beginning of the year to inform the community and parents of the Bullying Prevention and Intervention Planning, Process. In addition, all parents received a phone message to inform parents and students that the draft of the Plan was posted on the Carver Public School's website, www.carver.org. Also, a public service announcement was broadcast on Carver's cable television (CCAT) during the open comment period with information regarding how to access the website and the Plan.

The school/district provides to students and parents or guardians, in age-appropriate terms, and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the Bullying Prevention and Intervention Plan as part of the parent/student handbook.

The school/district provides to all school staff annual written notice of the Bullying Prevention and Intervention Plan in the faculty and staff handbooks. The faculty and staff at each school are trained annually on the Plan applicable to the school. Relevant sections of the Plan relating to the duties of faculty and staff are included in all school district or school employee handbooks.

Annual Bullying Prevention and Intervention Plan professional development for all faculty and staff is provided. A timeframe of Plan development work, changes and/or additions to the curricula, and collaboration with families and Plan development can be found in Appendix F.

The Bullying Prevention and Intervention Plan will be reviewed annually by the administrative staff and updated as needed. In addition, the Bullying Prevention and Intervention Task Force reconvened, reviewed, and revised the plan in 2014 and 2019.

The final Bullying Prevention and Intervention Plan is posted on the district website of Carver Public Schools (CPS) at www.carver.org.

Each school principal or his/her designee is responsible for the implementation and oversight of the Plan at his/her school.

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I. LEADERSHIP

A. Public Involvement in Developing the Plan

This plan was developed, as required by M.G.L. c. 71, § 37O. The public was provided with a copy of the Bullying Prevention and Intervention Plan at the end of October 2010. An open public comment period was held between November 1, 2010 and December 1, 2010. A public meeting and presentation informing the community of the new plan was held mid-November 2010. The most recent revisions were made in the Spring of 2019 in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, and parents/guardians.

B. Assessing Needs and Resources

The Carver Public Schools will identify resource gaps and the most significant areas of need relating to bullying and the prevention of bullying through the use of surveying, collecting, and analyzing building-specific data. The goal is to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. Data will be collected and assessed using three different methods. First, a pre and post survey from The Massachusetts Aggression Reduction Center (MARC) will be given to students, parents/guardians and faculty. Second, building-specific data will be collected on a quarterly basis to determine the prevalence and characteristics of bullying which will allow the district to identify patterns of behaviors and concerns. This will allow for decision-making in the prevention of bullying. Third, at least once every four years, the district will 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 district will annually report bullying incident data to the Department. The Associate Principals in the elementary school and the Assistant Principals in the middle high school will be responsible for providing and collating surveys as well as collecting, analyzing, and maintaining building-specific bullying data. This data will be used to resolve and prevent bullying issues. The policies and procedures of the Bullying Prevention and Intervention Plan will be reviewed by administrators on an annual basis and revised as needed.

Surveys are located at The Massachusetts Aggression Reduction Center:
<http://webhost.bridgew.edu/marc/surveys.html>.

C. Planning and Oversight

The responsibilities of the Bullying Prevention and Intervention Plan will be overseen by the following school and district leaders except when a reported bullying incident involves the person as the alleged aggressor:

- The assistant/associate principals will receive reports on bullying, collect and analyze building- and/or school-wide data to assess the present problem and measure improved outcomes, create a process for recording and tracking incident reports, and accessing information related to targets and aggressors.

- The building principals will plan for the ongoing professional development that is required by law and will lead parent/guardians or family engagement efforts. They will also draft parent/guardian information materials.
- The guidance department and assistant/associate principals will plan for support that responds to the needs of targets and aggressors.
- The principals, assistant/associate principals, and the guidance department will choose and implement the curricula that the school or district will use, and amend student and staff handbooks and codes of conduct **to make clear that bullying of students by other students or staff members will not be tolerated.**
- The Administrative Leadership Team (ALT; please see Appendix B) will develop new or revise current policies and protocols under the plan. This will include an internet safety policy which will designate key staff to be in charge of implementation review and update of the plan each year.

D. Vision Statement

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

The Carver Public School District 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, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge and strategies to prevent or respond to bullying, harassment, or teasing.

We 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 whether on or off school grounds, at a school bus stop, on a school bus, or other vehicle owned, leased, or used by the school district, or through the use of technology or an electronic device owned, leased or used by the school district and at a location, activity, function or program that are not school related, or through the use of technology or electronic device that are not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the educational process or the orderly operation of a school. We will promptly investigate 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 Bullying Prevention And Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the Carver Public School 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 Plan for preventing, intervening and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan, except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps as necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training on the Plan

Annual training of faculty and staff including administrators, teachers, counselors, school nurses, coaches, other advisors to extracurricular activities, secretaries, custodians, bus drivers, cafeteria workers, and paraprofessionals will be conducted at the beginning of the year. Trainers have completed the "Train the Trainer" program through MARC and have informed the faculty and staff of their responsibilities relating to the Bullying Prevention and Intervention Plan as well as the procedure for filing a bullying complaint. An overview of the bullying prevention curriculum will be presented during the training of all faculty and staff. The annual training for all

school staff will include an overview of the steps that the principal or designee will follow up upon receipt of a report of bullying or retaliation. Faculty and staff that are hired after the start of the school year and who have missed training will be trained unless they can demonstrate participation in an acceptable and comparable program within the last year.

B. Ongoing Professional Development

Professional development for bullying and cyber-bullying prevention will occur annually, and/or as needed. The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development is intended to build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L.c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

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

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

Additional areas identified by the school or district 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;

- maintaining a safe and caring classroom for all students; and
- distinguishing between behavior management, holding students accountable, and bullying.

C. Written Notice to Staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections relating to staff duties, in the school or district employee handbook and in the student handbook listed under the Code of Conduct.

III. ACCESS TO RESOURCES AND SERVICES

(see Appendix A for specific contact information)

A. Carver Elementary School Adjustment Counselors

The Carver Elementary School adjustment counselors provide individual counseling and group counseling that focuses on specific social skills, consult with teachers and staff about potential bullying situations, and refer students and parents/guardians to appropriate outside agencies. (see Appendix A for specific contact information)

B. Carver Middle High School Guidance Department

The adjustment counselors at CMHS provide ongoing counseling, crisis counseling, and refer students and parents/guardians to appropriate outside agencies. Students can be referred to guidance by parents, teachers, friends, or can come themselves. When students experience social difficulties that may not be publicly visible, the guidance counselors frequently play the role of liaison between parents, students, adjustment counselors, and administrators.

C. Support for Progress and Independence, SPI (grades K-5)

The SPI program provides extra support for students that have behaviors impacting their ability to learn in the classroom and helps them to maintain consistent and appropriate interactions with peers. The program provides students with instruction related to self-regulation and social interactions. Students have access to an adjustment counselor, the behavior therapist and a special education teacher.

D. Social Skills Groups (grades PreK-5)

Adjustment counselors facilitate a variety of social skills groups. The size of the group and the length of treatment depend on the needs of the student(s). Emphasis is placed on skills development, such as self-regulation, making friends, accepting differences, interpreting nonverbal communication, resolving differences constructively, and appropriate assertiveness skills.

E. Social Skills Groups (grades 6-12)

The social skills group is run by adjustment counselors and includes students struggling to learn how to socialize appropriately with peers. The group meets weekly throughout the school year and generally includes 6-10 students. Students discuss typical social interactions and appropriate approaches to those interactions. Specific social skills are taught and practiced. Frank discussions of how some actions are typically interpreted by others, hypothetical situations, and role-playing are a part of these meetings

F. CMHS ASSIST Teams (grades 9-12) and (grades 6-8)

The ASSIST Teams include two administrators, adjustment counselors, one or two guidance counselors, the school psychologist, the school resource officer, and the school nurse. The teams meet bi-weekly to discuss student progress. Students become a part of the ASSIST list or the Monitor list for a variety of reasons: a lack of academic progress or a sudden diminishing of academic performance, difficulty interacting socially with peers, emotional concerns that may arise from circumstances at home or outside of school, or discipline concerns. At meetings the team discusses the progress of these students and plan action steps to support them.

G. Graduation Assistance Program (9-12) and Middle School Assistance Program (6-8)

Graduation Assistance Program (GAP) and Middle School Assistance Program (MAP) provide extra support for students who are at risk for dropping out of high-school or disengaging from school. They become a relevant part of the district's Bullying Prevention and Intervention Plan because often at-risk students struggle to socialize positively with peers. The GAP and MAP address these concerns directly. The provisions for these students (no more than 16 students) include one certified special education teacher (though this is not a special education program), one adjustment counselor specifically assigned to the students in the GAP and MAP, and one paraprofessional that maintains specific knowledge of the students' academic work and helps students to organize and stay on task. Students attend the GAP and MAP twice a day along with their regular education schedule. One period, called "Common Period," is dedicated to the discussion of social-emotional issues that middle and high-school age students face. The other period is an academic support period.

H. Carver Alternative Program (8-12) and Transition Assistance Program (8-12)

The Carver Alternative Program (CAP) provides alternative/special education support for high school students identified with significant social-emotional disabilities. Students receive specialized and individualized instruction to support their social-emotional needs.

Students typically participate in this substantially separate program full time, but modified schedules can be discussed to more appropriately meet the needs of the student. Within CAP, classes are a combination of online courses as well as two teacher/adjustment counselor-led classes as well as availability for student internships throughout the day. The Transition Assistant Program (TAP) is a short term service that provides customized, short-term, clinical and academic support to enable high-need students to successfully re-enter school after a significant absence. Although each individual student's goals may be different, the ultimate goal for every participating student is to efficiently return to his/her academic program.

I. School Psychologists (PreK-12)

The district employs two school psychologists. They are available to meet with students as needed. They also consult with faculty and staff and parents/guardians and may support social skills groups. In addition, they conduct evaluations for students who have been referred by parents/guardians or teachers.

J. Behavior Specialist (PreK-12)

Behavior Specialist provides consultation and education for students, parents/guardians, faculty and staff regarding behavior modification. The behaviorist observes students, creates and monitors individualized behavior plans and provides specialized training for parents/guardians and staff.

K. Training for Students, Teachers, and Staff (Pre K-12)

Each year students, faculty, and staff are trained to identify bullying, report bullying, respond appropriately to potential bullying situations, and understand the implications of bullying behavior in terms of school and the law. The Bullying Prevention and Intervention Team has also taken on the task of providing guest speakers for the middle high school students. Generally, at least one guest speaker a year addresses the school regarding positive peer interactions.

L. Outside Evaluations or Consults as Needed

On an as needed basis, guidance and/or administration may refer students for outside evaluations and/or counseling.

M. Bullying Prevention and Intervention Task Force

The Bullying Prevention and Intervention Task Force consists of the Superintendent, Administration, Teachers, Students, Community Members, and the Carver Chief of Police. The Task Force guides the district in its ongoing development of the Bullying Prevention and Intervention Plan.

N. Carver Police

It is the overriding objective of the Carver Public Schools and the Carver Police Department to educate and develop healthy, safe and law-abiding student citizens. To that end, the Parties agree to coordinate their knowledge of and response to threats, violence, criminal acts, or any other behavior or incidents that pose a threat to the safety and well being of students and employees of the Schools. The Parties agree that the sharing of such information and resources to the extent permitted by the law is vital to providing a safe, orderly, and secure school environment for all children.

IV. ACADEMIC AND NON-ACADEMIC PROGRAMS

A. Accepting Differences Grades K - 5

In order to raise awareness of the abilities and needs of all persons, the Accepting Differences program educates students about the ways in which children may have different abilities and needs and provides students with strategies and approaches to be a caring friend.

B. Responsive Classroom Grades K - 5

The Responsive Classroom (RC) approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful and engaging classroom and school communities. The emphasis is on helping students develop their academic, social and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The RC approach guides teachers in developing students' academic mindsets and behaviors, perseverance and learning strategies. The acronym CARES outlines the five RC social-emotional competencies:

- Cooperation - Establish new relationships, maintain positive relationships and friendships, avoid social isolation.
- Assertiveness - Take initiative, stand up for ideas without hurting or negating others, and seek help.
- Responsibility - Take action and follow through on expectations, define problems, consider the consequences and choose positive solutions.
- Empathy - Understand others' states of mind and emotions, be receptive to new ideas and perspectives, appreciate and value differences and diversity in others, have concern for others' welfare even when it doesn't benefit oneself or may come as a cost to oneself.
- Self-Control - Recognize and regulate thoughts, emotions, and behaviors to be successful in the moment and remain on a successful trajectory.

C. Devereux Student Strengths Assessment (DESSA) Grades K-5

DESSA is a nationally normed and standardized, strength-based assessment for students in kindergarten through 5th grade that assesses a child's social and emotional competence.

D. Second Step SEL Grades K-5

Second Step SEL is an evidence-based social-emotional learning curriculum that provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, and problem solving. Second Step Bullying Prevention is a research-based program designed to enable Kindergarten through Grade 5 students to learn to recognize, report, and prevent bullying.

E. MA Aggression Reduction Center Cyber-bullying Curriculum Grades K-5

MARCC : The goal of this curriculum is to educate children about bullying and cyberbullying and to raise their awareness on how these behaviors impact children. It utilizes both teacher as educator and peer learning models. Interactions between grades, intended to dispel stereotypes and promote social pressure to model appropriate behaviors, occur in the curriculum. The curriculum also teaches about bystander behaviors and how these can unwittingly contribute to bullying in school and how online bullying feels and can lead to more problems in school. Bullying and cyberbullying are not treated separately or even as though they are significantly different. In fact, a goal of the curriculum is to underscore the idea that positive social behavior is important online and offline.

F. School Wide Assemblies Grades K-5:

School assemblies are an important part of building a strong school community. School wide assemblies are tied to our PBIS character traits and the social-emotional competencies. The social-emotional and academic learning that's happening in classrooms is recognized, reinforced and celebrated as a whole school community.

G. Positive Behavior Interventions and Supports Directives, Grades K-5

- Be Responsible
- Be Respectful
- Be Ready to Learn

H. Positive Behavior Interventions and Supports, Grades 6-12

The program of Positive Behavior Interventions and Supports (PBIS) at the school is a way to encourage good behavior by teaching students about behavior just like we would teach reading and math. The focus of PBIS is prevention not punishment with the intent of creating a positive climate for learning. The PBIS Team has identified school-wide expectations to reinforce appropriate behaviors in the cafeteria, auditorium, hallways, school buses and other shared spaces. The activities that are part of PBIS are focused on systematic recognition of positive behaviors through incentives, awards, and ceremonies.

I. Comprehensive Health, Grades 6-8

Units include: Introduction to Health and Wellness, Emotions and Behaviors, Decision Making and Problem Solving, Communication: Social and Assertiveness, Stress Management, Anxiety, and Anger, Bullying Prevention/Violence, Media Literacy, Growth and Development, Physical Activity and Nutrition, and Substance Abuse Prevention.

J. Comprehensive Health, Grades 9-12

Units include: Suicide Prevention, CPR/AED and First Aid, Anatomy and Physiology, Nutrition/Eating Disorders, Stress Management/Social Emotional, Teen Dating, Violence/Peer Relationships, Teen Bullying and Harassment, Leadership, Cultural Diversity, Fundamentals of Fitness, Project Adventure and Substance Abuse/Awareness.

K. Words of Wisdom, Grades 6-8

Each day in grades 6-8, students hear “Words of Wisdom” over the public address system. “Words of Wisdom” focuses on thought-provoking writings or speeches and applies those words to the lives of students in a relevant way. Each day after hearing a thoughtful commentary about the quotes, students pause for a moment of reflection before being reminded to “be respectful, be responsible, be the best you can be.”

L. Alternative Learning, Pre-Vocational and Vocational Program

Special education teachers and adjustment counselors instruct students in these programs in social-skill development. They also provide opportunities for practice and exposure to social situations.

M. Be An 11

The mission of the Be An 11 program is to empower 7th grade students to look beyond the horizon, to go where they have never gone before, to accomplish things previously thought to be impossible, and to think about what is potentially possible if they think outside the box. This peer lead program encourages students to be the best they can be through team building activities.

N. Anti-Defamation League’s (ADL’s) World of Difference Program

This peer education program prepares 6th grade students to confront bias and create inclusive environments in their schools and communities. Workshops also help students explore the harms of name-calling and bullying and develop skills to be allies to others. These classes are facilitated by thirty upperclassmen who have completed a 3 day comprehensive training led by an ADL specialist. The mission of the World of Difference is to create a world without hate.

O. Botvin Life Skills Training (LST)

Botvin LifeSkills Training is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive program provides elementary and middle school students with the confidence and skills necessary to successfully handle challenging situations.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION (refer to Appendices C and D)

A. Reporting Bullying or Retaliation:

Reports of bullying or retaliation may be made by faculty, staff, students, parents/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, or any staff member of a program housed in our facilities, is required to report any instance of bullying or retaliation to the principal or designee or the superintendent or designee when the principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community. Incident Reporting Forms are available on the school website at www.carver.org.

Use of an Incident Reporting Form is not required as a condition of making a report. A copy of the Incident Reporting Form is available in the following locations: 1) located in the beginning of the year packets for students and parents/guardians; 2) available in the school's main office and the counseling office; and 3) posted on the school's website www.carver.org. The Incident Reporting Form is available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the district will provide the school community, including administrators, faculty, staff, students, and parents/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, is incorporated in student and staff handbooks, and on the school or district website. In grades 6-8 the designated contact person is assistant principal for grades 6-8. In grades 9-12 the designated contact person is the assistant principal for grades 9-12. In the Elementary School, the designated contact person is the principal. Information regarding the Bullying Prevention and Intervention Plan is also available to parents/guardians on the district website.

- Reporting by Staff: Staff members (as described in Section II of this Plan) have received training and information regarding reporting all incidents of bullying. Staff will report 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 for behavior management and discipline.
- Reporting by Students, Parents/Guardians, and Others: It is the expectation of the Carver Public Schools that students, parents/guardians, and others, who witness or become aware of an instance of bullying or retaliation involving a student, report it to the Assistant or Associate Principal of the school the student attends. If this individual is the subject of the complaint, then the principal or another designee should be contacted. Individuals may also contact the Principal as needed. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents/guardians, 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. Students can report an incident of bullying to a teacher, paraprofessional, lunchroom monitor, principal/assistant/associate principal, bus driver, parent/guardian or other adult.
- Alternative Procedures for Reporting and Addressing Complaints Against the Principal, District Administrator, or Superintendent; Staff member, parents/guardians, students or others who witness or become aware of conduct by the Principal or District Wide Administrator that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Plan. Complaints against the Superintendent are to be reported to the School Committee Chair.

B. Responding to a Report 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 are not limited to:

- creating a personal safety/action plan;
- pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus;
- identifying a staff member who will act as a “safe person” for the alleged target;
- altering the alleged aggressor’s schedule and access to the alleged target;

- providing “check-ins” with the alleged target with an adult that has been identified as the “safe person” and/or the principal or designee.
- providing “check-ins” with the alleged target or alleged aggressor.

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 a bullying incident, 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.

Obligations to Notify Others:

- Notice to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parents/guardians of the target and the parents/guardians of the student aggressor. The principal or designee will also notify the parents/guardians of the target what action is being taken to prevent further acts of bullying or retaliation to the extent permitted by state and federal privacy laws and regulations as described in Section V, Part D below. There may be circumstances in which the principal or designee contacts parents/guardians prior to any investigation.
- 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.
- 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. 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 aggressor. In making the determination whether notification to law enforcement is appropriate, the principal may consult with the police officer designated as the liaison to the school and any other individuals the principal deems appropriate. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

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 are not limited to:

- creating a personal safety/action plan;
- pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus;
- identifying a staff member who will act as a “safe person” for the alleged target;
- altering the alleged aggressor’s schedule and access to the alleged target;
- providing “check-ins” with the alleged target with an adult that has been identified as the “safe person” and/or the principal or designee.
- providing “check-ins” with the alleged target or alleged aggressor.

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 a bullying incident, 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.

Obligations to Notify Others:

- Notice to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parents/guardians of the target and the parents/guardians of the student aggressor. The principal or designee will also notify the parents/guardians of the target what action is being taken to prevent further acts of bullying or retaliation to the extent permitted by state and federal privacy laws and regulations as described in Section V, Part D below. There may be circumstances in which the principal or designee contacts parents/guardians prior to any investigation.
- 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.
- 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. 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 aggressor. In making the determination whether notification to law enforcement is appropriate, the principal may consult with the police officer designated as the liaison to the school and any other individuals the principal deems appropriate. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

C. Investigation

The principal or designee will investigate 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/guardians, and others as necessary. The principal or designee 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 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 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.

D. Determination

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 to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

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

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

If the principal or designee determines that bullying or retaliation has occurred, the principal or designee will notify the parents/guardians of the target and the parents/guardians of the aggressor. In addition, the principal or designees will notify the parents/guardians of the target what action is being taken to prevent further acts of bullying or retaliation. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records and personnel records,

the principal or designee cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parents 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 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 for students. Skill-building approaches that the principal or designee may consider for students include but are not limited to the following:

- offering individualized skill-building sessions based on the school/district's bullying and cyberbullying curricula;
- reconvening a student's special education team if the student has an individualized education plan;
- 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 non-academic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents/guardians to engage parental support and to reinforce the bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills

Taking Disciplinary Action: If the principal or designee decides that disciplinary action is appropriate for a student, the disciplinary action will be determined on the

basis of student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Bullying Prevention and Intervention Plan and with the school's or district's code of conduct.

If the principal or designee decides that disciplinary action is appropriate for a staff member, the disciplinary action is determined on the basis of facts found by the principal or designee and appropriate standards and expectations in light of the staff member's role and responsibilities.

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.

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. Responses to promote safety may include, but are not limited to:

- creating a personal safety/action 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;
- altering the aggressor's schedule and access to the target;
- providing "check-ins" with the target with an adult that has been identified as the "safe person" and/or the principal or designee; and
- providing "check-ins" with the aggressor.

The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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.

VI. COLLABORATION WITH FAMILIES

A. Parent Education and Resources

The Carver Public Schools offer educational programs for parents/guardians that are focused on the parental components of the bullying prevention and intervention curricula and any social competency curricula utilized by the school. The programs will be offered in collaboration with the PTO, School Council and the Special Education Parent Advisory Council (PAC). An annual district wide parent/guardian presentation on Bullying Awareness and Education will take place. Parent/guardian resources are available at:

- <http://webhost.bridgew.edu/marc/parpub.html>
- www.MARCcenter.org
- www.kidshealth.org
- www.stopbullynow.hrsa.g
- www.familyinternet.about.com
- www.pacerkidsagainstbullying.org
- www.klgreer.com

B. Notification Requirements

Each year Carver Public Schools will inform parents/guardians of enrolled students about the bullying prevention and intervention curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The Carver Public Schools will send parents/guardians written notice each year about the student-related sections of the Bullying Prevention and Intervention Plan and the school's or district's internet safety policy. All notices and information made available to parents/guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents/guardians. The Carver Public School's Bullying Prevention and Intervention Plan and related information are available on the district website at www.carver.org.

VII. PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 370 of Chapter 71 of the General Laws to include (g) (v): *The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process of seeking assistance of filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:*

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

VIII. BULLYING DEFINITIONS

A. Bullying

Bullying is 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 another student (a "target"), causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;

- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or
- material and substantial disruption to the educational process or the orderly operation of the school.
- **Bullying** generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

B. Cyber-bullying

Cyber-bullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

C. Hostile Environment

A hostile environment is a circumstance 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. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

D. Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

Bullying and Retaliation are prohibited. Carver Public Schools is committed to maintaining a school environment where students, and for that matter, all other members of the school community, are free from bullying, including cyber-bullying, and the effects of such conduct.

The Carver Public Schools prohibits bullying (including cyber-bullying) and retaliation as defined above under both at school and the following circumstances:

- on school grounds or any property next to school grounds;

- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, 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 Carver Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in any legally protected category under local, state, or federal law, or school district policies.

In addition, nothing in the Carver Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H ½.

Bullying may occur in tandem with behavior that is criminal in nature. Any action discovered and determined to be criminal harassment, threats, stalking, assault, assault and battery, hazing, annoying telephone calls, identified fraud, disturbance of school assembly, or other violation of criminal law is subject to prosecution under applicable Massachusetts General Laws.

The protections provided under this Plan are afforded to all students regardless of their legal status.

In some instances, bullying may constitute child abuse under the terms of MGL 2119 Section 51A. District Massachusetts Law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected case of child abuse.

APPENDIX A: REPORTING CONTACTS IN THE CARVER PUBLIC SCHOOLS

Scott Knief	Superintendent	508-866-6150
Dr. Meredith Erickson	Assistant Superintendent of Teaching and Learning	508-866-6172
Melissa Leary	Director of Special Education	508-866-6103
Stephanie Clougherty	School Committee Chair	508-866-6160
Ruby Maestas	CES Principal	508-866-6211
Chrsitine Cabral	CMHS Interim Principal / Bullying Coordinator	508-866-6132
Dr. Jessica Penella	CES Associate Principal	508-866-6221
Dr. Naomi Stahl	CES Associate Principal / Bullying Coordinator	508-866-6212
Dillon Antell	CMHS Interim Assistant Principal	508-866-6141
Sean McInnis	CMHS Assistant Principal	508-866-6142
Lisa Hines	CES School Psychologist	508-866-6216
Jesse Grady	CMHS School Psychologist	508-866-6174
Nicole Bartlett	CES Adjustment Counselor	508-866-6203
Jordyn Hardiman	CES Adjustment Counselor	508-866-6235
Sean Vance	CMHS Adjustment Counselor	508-866-6186
Sara Charbonneau	CMHS Adjustment Counselor	508-866-6353
Sean Sullivan	CMHS Adjustment Counselor	508-866-6196
Chrissy McKenna	CMHS Guidance Counselor	508-866-6188
Christina Nolan	CMHS Guidance Counselor	508-866-6187
Patricia Winslow	CMHS Guidance Counselor / Dir. of Guidance	508-866-6195

APPENDIX B: ADMINISTRATIVE LEADERSHIP TEAM (ALT) MEMBERS

Scott Knief	Superintendent	508-866-6150
Ron Griffin	Chief of Operations and Finance Officer	508-866-6110
Dr. Meredith Erickson	Assistant Superintendent of Teaching and Learning	508-866-6172
Melissa Leary	Director of Special Education	508-866-6103
Ruby Maestas	CES Principal	508-866-6211
Chrsitine Cabral	CMHS Interim Principal / Bullying Coordinator	508-866-6132
Dr. Jessica Penella	CES Associate Principal	508-866-6221
Dr. Naomi Stahl	CES Associate Principal / Bullying Coordinator	508-866-6212
Dillon Antell	CMHS Interim Assistant Principal	508-866-6141
Sean McInnis	CMHS Assistant Principal	508-866-6142

APPENDIX C: ELEMENTARY SCHOOL BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM



Carver Elementary School

85 Main Street, Carver, Massachusetts 02330

ph. (508) 866-6220 fax: (508) 866-6845 www.carver.org

Ruby Maestas, *Principal*
MaestasR@carver.org

Dr. Jessica Penella, *Associate Principal*
PenellaJ@carver.org

Dr. Naomi Stahl, *Associate Principal*
StahlN@carver.org

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/person filing the report: _____

Information about the incident:

Name of Alleged Target(s) _____

Name of Alleged Aggressor(s) _____

Date of Incident_____ Time_____ Location_____

Witnesses:

Describe the details of the incident:

(To be returned to the Associate Principal)

(This section to be completed by administrator)

Investigation:

Communication by Administrator

ALLEGED TARGET(S)

____ Student conference
____ Parent conference
____ Phone call to parents
____ Referred to Guidance

ALLEGED AGGRESSOR(S)

____ Student conference
____ Parent conference
____ Warning issued
____ Phone call to parents
____ Referred to Guidance

Determination of Case:

Disciplinary Action:

Corrective Action:

Safety Plan:

**APPENDIX D: MIDDLE HIGH SCHOOL BULLYING PREVENTION
AND INTERVENTION INCIDENT REPORTING FORM**



Carver Middle High School

60 South Meadow Road, Carver, Massachusetts 02330
ph. (508) 866-6130 fax: (508) 866-5639 www.carver.org

Christine Cabral
Interim Principal
CabralC@carver.org

Dillon Antell
Interim Assistant Principal
AntellD@carver.org

Sean McNinis
Assistant Principal
McInnisS@carver.org

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/person filing the report: _____

Information about the incident:

Name of Alleged Target(s) _____

Name of Alleged Aggressor(s) _____

Date of Incident_____ Time_____ Location_____

Witnesses:

Describe the details of the incident:

(To be returned to the Assistant Principal)

(This section to be completed by administrator)

Investigation:

Communication by Administrator

ALLEGED TARGET(S)

_____ Student conference
_____ Parent conference
_____ Phone call to parents
_____ Referred to Guidance

ALLEGED AGGRESSOR(S)

___ Student conference
___ Parent conference
 ___ Warning issued
___ Phone call to parents
___ Referred to Guidance

Determination of Case:

Disciplinary Action:

Corrective Action:

Safety Plan:

APPENDIX E: SCHOOL COMMITTEE POLICY PROHIBITING BULLYING (JICD) CARVER PUBLIC SCHOOLS

POLICY PROHIBITING BULLYING

An Act Relative to Bullying in Schools has requirements regarding school committee policies and student handbooks, as follows:

1. School Committee Policy. M.G.L. c. 71, Sec. 37H requires the superintendent to publish the district's policies relative to the conduct of teacher and students. The anti-bullying law amends Section 37H by explicitly requiring that there be a policy that prohibits bullying (as defined by M.G.L. c. 71, sec. 37O) and includes the student-related sections of the district's Bullying Prevention and Intervention Plan.
2. Student Handbooks. The anti-bullying law also amended M.G.L. c. 71, Sec. 37H to require that schools include an "age appropriate summary" of the student-related sections of the Bullying Prevention and Intervention Plan.

DISTRICT POLICY

The Carver Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

1/ This School Committee Policy is intended to be consistent with the district's Bullying Prevention and Intervention Plan. To the extent there is a discrepancy between this Policy and the district's Bullying Prevention and Intervention Plan, The Bullying Prevention and Intervention Plan is considered controlling

File JICD (continued)

Acts of bullying and cyberbullying are prohibited:

- (i) on school grounds, 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 the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) 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 district, if the acts create 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. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

A. Definitions

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, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (1) causes physical or emotional harm to the target or damage to the target's property;
- (2) places the target in reasonable fear of harm to himself or of damage to his property;
- (3) creates a hostile environment at school for the target;
- (4) infringes on the rights of the target at school; or
- (5) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

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

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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. Cyber-bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) 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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (iii) 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 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 person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyberbullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Carver Public Schools absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of 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, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: Staff member, parents/guardians, students or others who witness or become aware of conduct by the principal or district administrator that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy. Complaints about the Superintendent are to be reported to the School Committee Chair.

Reporting to Parents/Guardians: In the event the principal or designee determines that bullying or retaliation has taken place, the principal or designee will promptly notify the parent/guardian of the alleged target and the alleged aggressor. There may be circumstances in which a principal or designee will notify parents prior to completion of an investigation.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that criminal charges may be pursued, the principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and the School Committee's agreement with the Carver Police Department. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Carver Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Carver Public Schools is the first to be informed of the bullying or retaliation, then the

Superintendent of the Carver Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If either party is dissatisfied with the results of the investigation, he/she may direct his/her concerns in writing to the Superintendent or designee for further consideration. In addition, regardless of the outcome, school officials will inform parents about the Department of Elementary and Secondary Education Program Resolution System (PRS) and how to access that system. Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

Reporting to Other Agencies: In certain cases, bullying of a student may constitute child abuse under Massachusetts law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. A written record of the investigation will be maintained. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator may record the allegations and read them to the complainant to confirm accuracy.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Holding parent conferences;

- Transferring student's classroom or school;

- Limiting or denying student access to a part, or area, of a school;

- Enhancing adult supervision on school premises;

- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.

- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.

- Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

F. Closing the Complaint and Possible Follow-Up

In the event the principal or designee determines that bullying or retaliation has taken place, school staff will promptly provide notice to the parent/guardian of a target and a student aggressor and will further inform the parent of the target what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians – unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

First Reading: August 16, 2010

Second Reading and Adoption: September 13, 2010

Revisions Approved and Amended November 14, 2011

Revisions Approved and Amended November 10, 2014

Revisions Approved and Amended June 10, 2019

APPENDIX F: BULLYING PREVENTION AND INTERVENTION TASK FORCE TIMEFRAME 2018 - 2019

Date	Facilitator	Action Item
Fall 2018	Kim Duane, Christine Cabral	Middle and High School students received Bullying and Cyber-Bullying Prevention and Intervention instruction on during various class level meetings
	Guidance Department	Coaches received Bullying and Cyber-Bullying Prevention and Intervention
	Guidance Department	Middle High School Secretaries, District Paraprofessionals, District Custodians, District Cafeteria Workers and District Lunch Monitors received Bullying and Cyber-Bullying Prevention and Intervention
	Kim Duane, Christine Cabral	Middle and High School teachers received Bullying and Cyber- Bullying Prevention and Intervention
September 2018	Mary Langner Nicole Bartlett	<i>Elementary school staff received Bullying and Cyber-Bullying Prevention and Intervention Training</i>
October 2018	Kim Duane	<i>Bus Drivers received Bullying and Cyber-Bullying Prevention and Intervention Training</i>
February 4, 2019	Katie Greer Internet Safety Expert	<i>Raising Digital Natives: What's New? What's Now? What's Next? K-12 Student presentations and community presentation at 6:30 pm CES cafetorium</i>
February 2019	Stoneman & Miller	Attorney Revisions of Bullying Intervention and Prevention Plan

February 28, 2019	Bullying Prevention and Intervention Task Force	<i>6:00 pm Ramsay Library:</i> Review and revise district plan
March 14, 2019	MARC Presentation	Students in grades 6 - 9 received Bullying and Cyber-Bullying Prevention and Intervention instruction
March 19, 2019	Dr. Elizabeth Englander	6:30 - 8:00 pm CMHS Auditorium; Community invited to attend Bullying and Cyber-Bullying Prevention and Intervention instruction
April 11, 2019	Bullying Prevention and Intervention Task Force	6:00 pm Ramsay Library: Continue to review and revise district plan
April 23, 2019	Christine Cabral, Kim Duane, & Patricia Winslow	Full day training at Bridgewater State University (MARC) Tech Effects: Understanding the Impacts of Technology and Social Media on Students Lives
May 9, 2019	Bullying Prevention and Intervention Task Force	6:00 pm Ramsay Library: Approval of final revisions
June 4, 2019	Full ALT	<i>12pm – 2pm:</i> Finalize Bullying Prevention Plan document and send to School Committee for review prior to June 10th meeting
June 10, 2019	School Committee	Present Bullying Prevention Plan to School Committee

APPENDIX G: CARVER PUBLIC SCHOOLS/TOWN of CARVER POLICE MEMORANDUM of UNDERSTANDING

SAFE SCHOOLS

Memorandum of Understanding Between the Carver Public Schools and the Carver Police Department

This document represents the formalized working relationship between the Carver School Committee and the Carver Police Department concerning the sharing of information and resources to provide for the safety and security of the community and its children. The Parties agree that joint cooperation and a common desire to promote a safe, orderly, and secure school environment conducive to learning will best serve the school community and the greater Carver community.

In furtherance of the above goals, the Parties hereby agree as follows:

I. General Principles

It is the overriding objective of the Carver Public Schools and the Carver Police Department to educate and develop healthy, safe and law-abiding student citizens. To that end, the Parties agree to coordinate their knowledge of and response to threats, violence, criminal acts, or any other behavior or incidents that pose a threat to the safety and well-being of students and employees of the Schools. The Parties agree that the sharing of such information and resources to the extent permitted by law is vital to providing a safe, orderly, and secure school environment for all children.

II. Objectives

- A. To increase collaboration and communication between and among the Carver Public Schools, the Carver Police Department, the Department of Juvenile Probation and other social service agencies to integrate student support services.
- B. To create a safe, secure and healthy school and community for students, staff and residents.

III. Procedures and Reportable Acts

- A. The Superintendent of Schools and the various school Principals or their designees are responsible for reporting acts as described in Section B and C below. The Police Chief shall designate an office to coordinate all reported

criminal acts and act as the liaison with Carver Public Schools.

- B. Acts on school grounds or at school sponsored events to be reported shall include:
 - 1. Any serious incident of assault, or sexual assault, arson, destruction of property or theft;
 - 2. Violation of a restraining order/or order prohibiting harassment;
 - 3. Possession of a dangerous weapon;
 - 4. Possession of alcohol;
 - 5. Possession/or distribution of any controlled substance defined by state law; and
 - 6. Any threat to commit a serious crime against a person or property.
- C. Conduct that constitutes bullying or retaliation as defined by Mass. Gen. Laws c. 71, §37 are to be reported if the Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor when such conduct (1) takes place on school grounds, 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 used by a school district or school, or through the use of school technology; or (2) the conduct takes place in other locations or circumstances and 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. In making the determination whether notification to law enforcement is appropriate, the principal may consult with the liaison designated by the Police Chief and any other individuals the Principal deems appropriate.
- D. The Principal or designee shall report any act defined in Sections B and C above to the Carver Police Department as soon as practical and appropriate to the circumstances. All seized contraband by the Principal or designee shall be immediately secured and surrendered to the Carver Police Department as soon as practicable. The Principal or designee shall inform the student and his/her parents or guardian of the nature of the offense and inform them that such an offense has been reported to the Carver Police Department.
- E. Upon notice of a reportable act, Carver police may, in its discretion, exercise its power to arrest or place in custody.

- F. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act, as defined above, shall report this information to the Principal or designee as soon as possible. The Principal or designee will investigate the incident and report the matter to the police if deemed appropriate under the provisions of this Agreement.

IV. Police Department Reports to the Carver Public Schools

- A. Subject to applicable state and federal laws, the Carver Police Department will provide the Carver Public Schools with a report of the arrest or filing of a complaint application against any student from the Carver Public Schools.
- B. The Carver Police Department liaison shall report to the Principal or designee any criminal or non-criminal activity involving students of the Carver Public Schools if the activity poses a serious threat to the safety of the student, other students, faculty, staff or administrative personnel, or is a violation of the Massachusetts Interscholastic Athletic Association policy.
- C. The Carver Police Department will, subject to state and federal law, report to the Carver Public Schools all reports of missing and abducted children. Parents/Guardians will be notified by the appropriate authorities.

V. Records and Collaboration

- A. Carver Public Schools and Carver Police Department will maintain appropriate records for all reportable acts as defined above.
- B. The Superintendent of Schools, Chief of Police, Principals and other designated administrators and police officers will meet to collaborate on the implementation of this Memorandum of Understanding and establish communication lines to support a safe, secure school and community. This collaboration will include, but need not be limited to, communication before the first day of each school year by the Superintendent of Schools or designee and the Police Chief or designee about methods of informal communication and other subjects appropriate to the implementation of the Department of Elementary and Secondary Education regulations on Notifying Law Enforcement of Incidents of Bullying or Retaliation (603 CMR 49.06).

VI. Training


Prior to the effective date of this Memorandum of Understanding and thereafter the Carver Public Schools and the Carver Police Department shall provide agency-wide

training to their respective staffs to inform them of their roles and responsibilities under this agreement.

This Memorandum of Understanding remains in force until such time as either party withdraws from the agreement by delivering a written notification of such rescission to the other party. It shall be reviewed annually and amended as necessary to meet the needs of the signatory agencies.

This Memorandum of Understanding shall not be construed to create or substantiate any right or claim on the part of any person or entity which is not a party hereto. Nor shall it be construed to limit the right of the Superintendent or designee to report or to seek the assistance of the police with any matter of concern in the school environment.

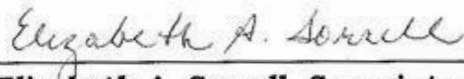
Signed:



Marc Duphily, Chief of Police
Carver Police Department

10-20-14

Date



Elizabeth A. Sorrell, Superintendent
Carver Public School District

10-20-14

Date



Gina Marie Hanlon-Cavicchi, Vice Chair
Carver School Committee

10-20-2014

Date