

Seven Hills Charter Public School’s Bullying Prevention and Intervention Plan

Seven Hills created this plan in accordance with M.G.L. c. 71 § 370, in consultation with the Board of Trustees, state and local agencies, school personnel, advocacy organizations, and other interested parties. The plan parallels the Plan put forth by the Department of Elementary and Secondary Education and the *Behavioral Health and Public Schools Framework*.

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I. LEADERSHIP

Leadership plays a critical role in all aspects of the positive growth and development of Seven Hills. Our leadership team collaborates with its teaching staff, support staff, board members, community members, parents, students, interns, volunteers, local law enforcement agencies, and contracts with other agencies and professionals to consult with, and get feedback from, on ways we can improve our policies.

A. Public Involvement In Development of the Plan

How has Seven Hills chosen to include students, parents, and collaterals in the development of this plan? Seven Hills has developed and implemented Guidance classes for the past four years to junior high students in grades 6 through 8. In these classes bullying, harassment, sexual harassment, relational aggression, civil rights, and conflict resolution, among other topics are covered by our Guidance Director. Seven Hills has determined a need for these classes to be taught as well in the earlier grades so, they are now being taught k-8 and are incorporating friendship skills, communication skills, coping skills, resiliency skills, assertiveness training, etc by our Health and Guidance Assistant. Students give their input to their Guidance teachers. Students in grades 5-8 were given relational aggression surveys and the data was compiled by our guidance intern. Parents are notified at our Parent Guild meeting and through the newsletter that they are invited to participate in the development of the plan. Seven Hills has consultation with Wellesley College, we incorporate their Open Circle Social Competency Program which also works on many of the above mentioned skills. We send all of our k-6 teachers to 4 full days of training to become certified in teaching the program. The consultant will be included in the development of the plan. The United Way of Central MA is working with us to reduce relational aggression in our school and sponsoring many year-long events, we are consulting with them on the development of the plan. Joanne Powell and Ellen Miller from the District Attorney's office of educational outreach have been collaborating with us on educational programs for the students and parent educational evenings, as well as developing mock trials for the students, they each have access to this plan for review and input as well.

B. Assessing the Needs and Resources

Students have been surveyed this year in September, and will be surveyed at a minimum of twice yearly. The data will be compiled by guidance and support staff to determine "hot spots" and needs assessments will be done to determine what appropriate next steps should be to control climate and ensure safety for all students and staff. The team will focus on analyzing vulnerable populations of students or areas of concern and develop

action plans including prevention strategies, including but not limited to, adult supervision, professional development, age appropriate curricula, and in-school support services. The plan should include timelines and leadership roles.

C. Planning and Oversight.

The Leadership Team responsible for following this plan are as follows: 1) The Guidance Staff will be responsible for receiving all reports on bullying; 2) The Guidance Team and PBIS Team will be responsible for collecting and analyzing building and school wide data on bullying to assess the present problem and measure improved outcomes; 3) The Guidance Team, PBIS Team, and Administrative Teams will be responsible for creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors; 4) The Guidance, PBIS, and Administrative Teams will be responsible for Professional Development that is required by the law; 5) The Guidance, Administrative, Special Education, PBIS, FASST, Teaching Staff, Parents, and Collaterals involved will all be responsible for planning supports that respond to the needs of targets and aggressors; 6) The Guidance Team, PBIS Team, and Administrative Team may choose the curricula used by the school, The teachers in collaboration with any of those teams may do so as well; 7) The Guidance, Administrative, and Technology Teams will be charged with developing new and revising any internet safety policies in accordance with the law and designating key staff to take charge in implementing them; 8) the Administrative, HR, Guidance, and PBIS Teams amend the Staff and Student Handbook and Code of Conduct; 9) The entire school community leads the effort in engaging parents, from the office staff, to the facilities department, our facilities manager is the director of our parent guild!; 10) The Guidance Director will be charged with reviewing and updating the plan each year or more frequently if necessary.

D. Priority Statement.

Seven Hills is committed to ensuring all of our students come to school every day ready to learn. We expect that all students treat each other with dignity and respect. Every person should be valued for their differences and has the right to come through these doors and feel safe and comfortable . We will not tolerate a violation of anyone's rights, bullying, harassment, or retaliation against anyone who reports any wrongdoing.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training on the Plan

The Guidance Director and Superintendent will provide professional development to all staff including; teachers, administrators, counselors, nurses, facilities staff, special educators, cafeteria workers, paraprofessionals, bus drivers, substitutes, coaches, and any other staff working with students on the plan. PD will take place at the beginning of the school year before the students come to school, and again during the school year as determined by the admin, guidance and PBIS teams when needs assessments are done and hot spots are determined, action plans are completed, new curricula is introduced, new staff are hired, etc.

B. Ongoing Professional Development

Seven Hills staff will continue to be trained in Open Circle's social competency program and implement it as a morning meeting at least 2-3 times per week in all Kindergarten through grade 6 classrooms. Open Circle lessons focus on development of the following skills: problem solving, resiliency, empathy, leadership, cooperation, managing feelings, self control, teambuilding, communication, active listening, dealing with annoying behaviors, bullying, and more. Seven Hills has contacted the Peers Making Peace Peer Mediation Program. We have one staff member who is a trained facilitator, however, almost all of our mediators have graduated. We are in need of at least one more trainer to adequately recruit, interview and train at least 20 new mediators from grades 3 through 8 to be able to adequately meet the needs of a fully functional Peer Mediation Program. We plan to train another staff to become a Peer Mediation Facilitator and at least 20 students as new Peer Mediators this year. Mediators are referred by students, staff and through self-referral. They are interviewed by Pax-United's Peers Making Peace's program trained facilitators and are chosen based on scores they receive on their answers. Staff are encouraged to refer students to the program that have strong communication skills. Seven Hills provides professional development in School Wide Positive Behavior Supports. All staff receive periodic in-services in regards to evidence based practices that support proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. "Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of

a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.” (www.pbis.org). Seven Hills also collaborates with a number of professionals and coordinates best practices in regards to professional development in order to create a safe climate, civil communications, and respecting differences. Some examples of this are: Krista Piazza and Sarah Moore, Crisis Prevention Intervention; Jeanine Fitzgerald, presentation topics: Fostering Resiliency in Children (for Parents and Staff) and Different Children, Different Needs (for staff); Becky DeSmith, Classroom Management, Brain Based Learning, Differentiated Instruction, and Student Motivation; Jessica Fede, Differentiated Instruction; Bill Trainque Presentation topic: Processing Techniques with Students (for staff); National Speaker and Author Kaye Randall, Presentation Topic: Relational Aggression (Parents and Students); Ellen Miller and Joanne Powell from The District Attorney’s Educational Outreach Office, Presentation Topic: Cyberbullying (to parents and students); John Halligan, father of Ryan Patrick Halligan is coming to speak to students, staff, and parents about his son’s suicide after being cyberbullied; and Seven Hills will continue it’s commitment to developing programs and workshops for it’s entire community.

C. Written Notice to Staff.

Staff will be apprised of the plan each year in the handbook and on the school website. They will be required to sign off that they have read and understood it and will implement the plan in it’s entirety.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying Resources.

Consistency is the most important ingredient for a productive school climate. When all members of the school community share a common belief system, model and acknowledge positive behaviors and interactions, and enforce the rules fairly and consistently, students can focus on learning in a safe and comfortable environment. **Please review the SHCPS Code of Behavior and Respect and help us to achieve the SHCPS mission of preparing a diverse cross-section of Worcester children for success as students, workers and citizens.** Seven Hills believes in a three pronged approach to developing and maintaining a safe and productive learning environment. **First**, we are committed to proactively teaching our school wide expectations and giving students, staff and families the tools and strategies

they need to work and learn together. **Second**, we are committed to stopping inappropriate or unproductive behaviors from occurring. The menu of consequences was designed to provide guidance for immediate actions to be taken when infractions occur. Please understand that Seven Hills has a progressive discipline system. Repeated infractions result into higher levels of consequence. **Third**, we are committed to changing patterns of behaviors. The Apologies of Action listed in our code of behavior and respect provides examples of ways to turn “mistakes” or “errors in judgment” into learning experiences. In addition, the Family and Student Support Team (FASST) will be convened to brainstorm interventions to support struggling students. This is mandatory for any students receiving three or more suspensions. Changing Patterns of Behavior: The Positive Behavior Intervention Support (PBIS) Team meets regularly to review school and student discipline data in order to develop preventive and responsive programming and to plan positive incentive programs to recognize students who follow the code of conduct and display our core values. In addition, team members are on call to conduct student or classroom observations and to help develop behavior intervention plans.

B. Counseling and Other Services.

Seven Hills has within it’s capacity to develop service plans for students of all abilities by utilizing the resources available within the school. Our staff is comprised of Certified Special Educators, Certified ESL teachers, a Certified Guidance Counselor, A Guidance Assistant, a Social Worker, a Licensed Psychologist, a Licensed Mental Health Clinician, and Behavior Specialists, all pooling their knowledge and resources to ensure that each child is instructed to their ability level. Students are offered groups in resiliency skills, anger management, social skills, adaptive skills, coping skills, and so on. Students are worked with in group settings and individually. In students requiring more intense supports, observations are conducted, Functional Behavioral Assessments are conducted and Behavioral Intervention Plans are implemented and progress monitored.

C. Students with Disabilities.

As required by M.G.L. c. 71B§3, as amended by Chapter 92 of the acts of 2010, when the IEP determines the student has a disability that affects social skills development, or the student may participate in, or be subject to bullying/harassment/teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student’s skills and proficiencies to avoid and respond to the bullying/harassment/teasing.

D. Referral to Outside Services.

This is a non-exhaustive list of outside services that provides counseling to students and families, should families wish to seek therapeutic aid.

Local Support Agencies:

- Community Healthlink: Various locations 508-791-3261
Provides individual and family based counseling, Intensive Care Coordination wrap around services, Youth Mobile Crisis Intervention: for triage call: 866-549-2142, homeless outreach and advocacy, etc.
- Massachusetts Society for the Prevention of Cruelty to Children:
335 Chandler St, Worcester 508-753-2967
Provides counseling services, connects families with community resources, early intervention, family stabilization, support groups, will do home visits
- You Inc. 81 Plantation St. Worcester, Ma (508) 849-5600
Provides counseling and assessment services
- Children’s Friend 20 Cedar St. Worcester (508) 753-5425
Provides individual and family counseling services
- The Multicultural Counseling Collaborative: 340 Main St. Worcester (508) 752-4665
Culturally centered counseling, adolescent issues, individual and family therapy
- Rape Crisis Center: 799 W. Boylston St. (508) 852-7600
Crisis intervention, support groups, 1:1 counseling, advocacy, professional and school based education, hotline help, adult and teen survivors support
- Valley Psychiatric Services: 340 Main St. 508-753-2900
Out patient and home based counseling, med evals, testing, they have clinicians that speak many languages
- PAL Worcester Chapter (Parent/Professional Advocacy League)
Support/Information for families who have children with mental health concerns and special needs.
Contact: Rina Cavalini, (508) 767-9PAL (9725)
- Southeast Asian Coalition of Central Mass (508) 791-4373
Educational and multi-service center for Asian families
Southeast Asian Center of Worcester, 875 Main Street, Worcester, MA 01610
- Worcester Community Connections at Worcester Community Action Council
Parent-to-parent support and help for families with everyday educational needs. Bringing parents and agency providers together to support children
484 Main Street, 2nd floor, Worcester, MA 01608 Contact: (508)754-1176
- The Latino Education Institute: Home of the Worcester Working Coalition for Latino Students
Educational services for Latino students and their families
Worcester State College, 486 Chandler Street, Worcester, MA 01602 (508) 798-6508

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches.

Bullying Prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- Students will understand the portion of the Bullying Prevention and Intervention Plan that pertains to them, and gain a firm grasp of the new Anti-bullying Law and why it was put into place.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all people including those with disabilities, lesbian, gay, bisexual, transgender, homeless, and minorities;
- 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 the students' interest and participation in non-academic and extracurricular activities in their areas of strength.

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

A. Reporting Bullying or Retaliation.

Reporting bullying or retaliation may be oral or written. All staff are responsible for reporting any instances of bullying or retaliation to the Principal, Academy Director, or Guidance Director, and once it is reported a written report must be recorded. Parents may make a written or oral report, once an oral report is made a written report must be recorded as well. Reports made anonymously must be documented by the principal or Guidance Director. The school will make a variety of reporting resources available to the school community including, but not limited to, an incident reporting form¹, a voice mailbox, a dedicated mailing address, and an e-mail address.

The use of an incident report form is not required as a condition of making a report. The school will 1) include a copy of the form in the beginning of the year packet for students and families, 2) make them available at the from office, guidance office, nurses office, and behavior office, and 3) post them on the school website. The incident reporting form will be made available in English and Spanish.

At the beginning of the school year, the school will provide the entire school community, including administrators, staff, students, and families, with written notice of it's 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, Academy Director, and Guidance Director will be available in the handbook, on the school website, and made available to families.

1. Reporting By Staff:

A Staff member will report directly to the Principal, Academy Director, or Guidance Director when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal, AD, or GD does not limit the authority of the staff

¹ See Appendix A for Bullying/Harassment Incident Report Form

member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

2. Reporting by Students, Families, Others:

The school expects that students, families and others who witness or become aware of bullying incidents or retaliation, report it immediately. Reports may be anonymous, but no disciplinary action will be taken against an aggressor solely based on an anonymous report. Students, families and others may request assistance from a staff member to complete a written report. Students will be provided with practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, principal, Academy Director, or Guidance staff.

B. Responding to an Incident of Bullying or Retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal, Academy Director, or Guidance Director will take steps to assess the need to restore a sense of safety to the alleged target and/or protect the alleged target from further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and the aggressor in the classroom or on the bus; identifying a “check-in person” for the target, altering the schedule for the target or the aggressor to limit access to each other. The Principal, Academy Director, or Guidance Director may take additional steps as necessary to promote safety during the course of, and after the investigation, as necessary.

The Principal, AD, or GD will implement appropriate strategies for protecting a student from retaliation who has reported or witnessed bullying or retaliation, and provides information during an investigation of bullying or retaliation. The Guidance Director will work with the student to keep all personal information confidential. They will check back in with the Guidance Director in a timely manner to be sure no retaliation for reporting has taken place. The Guidance Director will alert Academy Director who will check in periodically to each class and be sure student is feeling safe.

2. Obligation to Notify Others

a. Notice to Parents or Guardians.

Upon determining that bullying or retaliation has occurred, the Principal, AD, or GD will promptly notify families of the target and aggressor, and the procedures taken for responding to it. There may be circumstances in which school staff notify families prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal, AD or GD 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 communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if staff have reason to believe that criminal charges may be pursued against the aggressor, an administrator will notify local law enforcement. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the Worcester Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, staff shall notify local law enforcement if he/she has reason to believe that criminal charges may be pursued against the aggressor.

In making the determination, the administration will, consistent with the Plan and with applicable school or district policies and procedures, consult with appropriate support staff before making the report.

C. Investigation.

The Principal, Academy Director, or Guidance Director will promptly investigate all claims 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, AD, or GD will interview students, staff, witnesses, parents or guardians as necessary, and any others as they deem appropriate. Whomever is conducting the investigation will remind the students involved that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal, AD, GD or their designees and shall be done in consultation with each other. To the extent possible and practical, and given their obligation to investigate, address and report the matter, the staff investigating should do their best to maintain confidentiality during the investigative process. A designee should retain all written records of the investigation in one central location.

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

D. Determinations.

The Principal, Academy Director, or Guidance Director will make a determination based upon all of the facts and circumstances. If after an investigation, bullying and or retaliation is substantiated, the designee will take steps reasonable calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefitting from school activities. The designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and or/disciplinary action is necessary.

Depending on the circumstances, the designee may choose to consult with the child's teacher(s), counselors, and the target's or aggressor's family 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 skill development.

The designee will promptly notify the family of the target and the aggressor about the results of the investigation and if bullying or retaliation is found, what actions are being taken to prevent further acts of bullying and retaliation. All notice to parents must comply with state and federal privacy laws and regulations. Because of the legal requirements regarding confidentiality of student records, the designee cannot report specific information to the targets family regarding any disciplinary action taken on the aggressor, unless there is an order to stay away from the target and they have been given a directive that the target must report to their family and staff if the aggressor repeats any violations or retaliates in any way.

E. Responses to Bullying.

Upon the determination that bullying or retaliation has occurred, the law requires that schools use a range of responses that balance the need for responsibility with the need to teach appropriate behavior M.G.L. c. 71 § 370 (d) (v).

1. Teaching Appropriate Behavior Through Skills-building

The school will offer a range of skills building approaches that may include but are not limited to;

- Offering individualized skill building sessions based on the school's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students in consultation with support staff;
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with families to engage support and reinforce skills building activities at home;
- Behavioral support planning including a focus on developing specific social skills; and
- When necessary making a referral for evaluation.

2. Taking Disciplinary Action

If the designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on the facts found by the 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 Code of Behavior and Respect.

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

If the designee determines that a student knowingly made a false report of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The designee will consider what adjustments, if any are needed in the school environment to enhance the target, and others', sense of safety. This may include increased staff presence during transitions, escorts, monitored transitions, etc. In locations that bullying has been reported, or is likely to occur.

Within a reasonable amount of time after the determination of bullying or retaliation has been made and the disciplinary action has been implemented, the designee will check in with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent Education and Resources.

The school will offer families educational programs focused on the parental components the anti-bullying curricula and any social competency curricula used by the school. The school will

also offer parental workshops on the Anti-bullying law and what it means for their children, them and our school. The programs will be offered in collaboration with the Parent Guild, Sped PAC, and SAC.

B. Notification and Requirements.

Each year the school will inform families of enrolled students about the anti-bullying curricula being used, the Plan, and how they are being instructed. This notice will include information on the dynamics of bullying, including cyberbullying and online safety. The school will send parents a written notice each year about student-related sections of the Plan and the schools acceptable use policy regarding internet safety. All information sent to families will be made available to families in the language(s) most prevalent and will be provided electronically and in print. The school will have the Plan posted all year on it's website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c. 71, § 370 (b) and describes the law's requirements for schools' enforcement of this law.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school - sponsored or school-related activity, function, or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the educational process or orderly operation of the school.

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

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

VIII. DEFINITIONS

Most of the following terms are from M.G.L. c. 71, § 370, some definitions may have had more specific language added for clarification, however, their meaning or scope has not been altered. These definitions have all been approved by administrative personnel and the Seven Hills Board of Trustees (pending 2010)

Aggressor: person who engages in bullying, cyberbullying, relational aggression, civil rights violation, harassment, or retaliation.

Bullying: As defined by M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that:

- (i) Causes emotional or physical harm to the target or damages the target's property;
- (ii) Places the target in reasonable fear of harm to himself/herself or of damage to his or her property
- (iii) Creates a hostile environment at school for the target;
- (iv) Infringes on the rights of the target at school; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school.

Civil Rights Violations: involve any acts directed at a target that cause emotional or physical harm, due to a person's protected category under constitutional or statutory rights (actual or perceived race, skin color, religion, ethnicity, age, disability, gender, gender identity, or sexual orientation). Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.

Cyberbullying: As defined by M.G.L. c. 71, § 370, is bullying through the use of technology or any electronic communication, which shall include, but not 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:

- (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 content, creation, or impersonation creates any of the conditions in clauses (i) to (v) listed above in the definition of bullying.

Cyberbullying shall also include the distribution by any 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 in clauses (i) to (v) listed in the above definition of bullying.

Harassment: consists of unwelcome verbal, written or physical conduct targeting specific person(s) which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

Hostile Environment: As defined by M.G.L. c. 71, § 370, a hostile environment is created when 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.

Local Law Enforcement: Local Police Department

Relational Aggression: is a form of emotional bullying in which students use social relationships to harm each other. Including, but not limited to, the telling of rumors, secrets, lies, gossip, taunting, exclusion, physical gestures (ie: staring, eye rolling, whispers, loud sighing) and socially isolating a student from their peer group students can create a hostile environment for their peers.

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.

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation (civil rights). Nothing in the Plan prevents the

school from taking action to remediate discrimination or harassment based on a student's membership in a legally protected category under local, state or federal law, or school policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action under M.G.L. c. 71, §37H or 37H ½, or other applicable laws or school addresses the behavior.

APPENDIX A

BULLYING INCIDENT REPORTING FORM

1. Name of reporter/person filing this report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter of the behavior

3. Check whether you are a: Student Staff Member (specify role) _____

Parent Administrator Other _____

Your contact information/telephone number (optional if anonymous report) _____

4. If a student, state your school: _____

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

6. Information about the incident:

Name of Target: _____

Name of Aggressor (s)(person (s) who engaged in behavior) : _____

Date(s) of incident(s): _____

Time(s) when incident(s) occurred; _____

Location(s) 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 the names of people involved, what occurred, and what each person did, said, how it was responded to, including specific words used. Be objective/factual and include as many details as possible. You may use additional space on the back of this form or additional sheets of paper.)

.....
FOR ADMINISTRATIVE USE ONLY

9. Signature of person filing this report: _____ Date: _____

APPENDIX A

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator: _____ Position: _____

Investigator: _____ Position: _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witness Name: _____ Date: _____

Interviewed witness Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No

If yes, have incidents previously involved target or target group? Yes No

Any previous incident with findings of BULLYING OR RETALIATION? Yes No

Summary of Investigation:

(Please use back of this form and/or additional paper and attach to this document as needed)

.....
III. CONCLUSIONS FROM INVESTIGATION

1. Finding of bullying or retaliation: Yes No

Bullying Retaliation Incident Documented as: _____

Discipline Referral Only:

2. Contacts:

Target's Parent/Guardian: _____ Date: _____

Aggressor's Parent/Guardian: _____ Date: _____

Administration: _____ Date: _____

Special Education Coordinator: _____ Date: _____

Law Enforcement Agency: _____ Date: _____

Other Collateral Agencies Involved: _____ Release on file: _____

Other Collateral Agencies Involved: _____ Release on file: _____

3. Action Taken:

Loss of Privileges Detention Suspension Community Service

- Apology of Action Behavioral Intervention Plan FASST Referral
 Saturday Detention Skills Group Referral Disciplinary Hearing
 Other _____

4. Describe Safety Planning: _____

Follow up with Target: Scheduled for _____ Initial and Date when complete: _____

Follow up with Aggressor: Scheduled for _____ Initial and Date when complete: _____

Report forwarded to Guidance Director: Date _____ **Report forwarded to Superintendent:** _____

Signature and Title: _____

APPENDIX B

APPEAL AND DUE PROCESS

Due Process Notice: All students have the constitutional right (Goss v. Lopez) to receive due process including notice, in English and in the preferred home language, and the right to a hearing where required matters of suspension, transfer and expulsion.

Due Process for a student who is subject to suspension for ten days or less:

1. oral or written notice of the charges against him / her
2. an explanation of the basis of the accusation
3. the opportunity to present his/her side of the story to an impartial decision-maker (who may be a school administrator)

Notice of the suspension and hearing will occur before a student is asked to leave the school, except when a student presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but will be held within a reasonable period of time.

Due Process for a student who has been charged with a violation warranting an expulsion or long term suspension:

1. The student shall be notified, in writing, of an opportunity for a hearing before the Academy Director
2. The student shall be given written notice of the charges
3. At the hearing before the Academy Director, the student has the right to be represented by counsel or an advocate. The student also has the right to present witnesses and to cross-examine witnesses.
4. Any student who has been expelled or issued a long-term suspension by the Academy Director may appeal to the Superintendent. The appeal must be filed within ten days of the expulsion or long term suspension. The student has a right to be represented by counsel or an advocate at the hearing before the Superintendent.

Due Process where the injury to another person or property or the effect of the student's conduct on the school community is so severe as to warrant more than a ten-day suspension, or where expulsion or long-term suspension by the Board of Trustees is a possible penalty:

1. The matter shall be referred to the Superintendent or designee within two school days of the initial suspension. The student shall be informed of the discipline referral by the school administrator.
2. No later than the expiration of the period of initial suspension, the Superintendent or designee shall schedule a full evidentiary hearing to determine whether:

- a. The student's conduct warrants an extension of the suspension for a period not to exceed ten days
- b. The student should return to school pending a referral to the Board of Trustees for further disciplinary action; or
- c. If the Superintendent or designee finds that the student's presence in the school presents a danger to himself or others, the student's suspension should be extended for a period not to exceed ten days pending an exclusion or a long-term suspension hearing before the Board of Trustees

The student will be given written notice of the charges. At the hearing before the Superintendent or designee (all witnesses will be sworn), the student shall have the right to be represented by counsel or advocate of choice. The student shall have the right to present witnesses on his/her own behalf and to cross-examine witnesses. In advance of the hearing and upon request, the student shall have the right to obtain any documentary evidence which is to be presented before the Superintendent or designee. Following the hearing, the student or his/her designee shall be issued a copy of the decision containing the specific findings of fact.

If the Superintendent or designee refers the matter to the Board of Trustees, the student will be notified in writing of the date, time and place of the hearing. The Board hearing shall be limited to a review of the findings and conclusions of the Superintendent or designee's written decision and a consideration of the Superintendent's recommendations regarding adoption of the decision and imposing the proposed disciplinary action.

The student and/or his/her advocate shall be entitled to appear before the Board of Trustees and speak upon the student's behalf. No evidence shall be presented at this hearing unless the evidence was unknown or unavailable at the time of the evidentiary hearing before the Superintendent or designee. The Board of Trustees shall have the option to accept the findings and conclusions of the Superintendent or designee or it shall remand the matter back to the Superintendent or designee for further consideration. The Board of Trustees has the option to affirm, modify, or reject the Superintendent's recommendation regarding disciplinary action. The Board of Trustees shall provide its written decision within a reasonable period after the hearing.