SOUTHERN BERKSHIRE
BULLYING PREVENTION/
INTERVENTION AND
EDUCATION PLAN

REVISED: JANUARY 2014
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DISTRICT MISSION STATEMENT

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

EXPECTATIONS FOR STUDENT LEARNING

Students will be able to demonstrate:

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

STUDENT SOCIAL AND CIVIC EXPECTATIONS

Students will:

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

Southern Berkshire Regional School District strives to create an emotionally and physically safe environment of courtesy, respect, and tolerance for all. We are committed to providing all students with a safe learning environment that is free from bullying 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 impedes the learning process.

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

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

Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the Southern Berkshire Regional School District if the act or acts in question:
- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of the school.

PREFACE

Congruent with our district mission statement, this plan strengthens our continuing efforts to sustain a culture of security, acceptance, and support for all the members of our community. The strategies detailed herein built upon the initial work completed in 2007, long before such efforts were required by law. The objectives of MGL. C 71 § 370 reflect the long standing resolve of our district to place values-driven education at the forefront of our thinking. We appreciate the work of staff members: Jeremiah Bickford, Paul Collins, Kurt DeGrenier, Glenn Devoti, Nancy Doherty, Kari Giordano, Stephanie Graham, Susan Happ, Dave Hastings, Pam Kenyon, Jeanne Lemlin, Julie Milani, Tom Nadolny, Angel Rote and Brenda Ullrich for their leadership in charting our course.
SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT
BULLYING PREVENTION AND INTERVENTION PLAN

In response to the new Bullying Prevention Law as mandated by the Commonwealth of Massachusetts Legislation.

I. LEADERSHIP - The intent of the Bullying Prevention/Intervention Law strongly resonates with the ethos of our new district mission statement. In order for the ideals of these documents to make a meaningful difference in the lives of adults and children in our school district, the bullying prevention/intervention effort must be organized and communicated by those in leadership positions both inside and outside our schools.

A. Organize a committee to assess the status of our current bullying prevention/intervention effort in light of the new legislation and make recommendations for improvement.
   - Review the current efforts launched in 2007 and make revisions as necessary.
   - Revise/affirm the vision statement which has driven the effort since 2007.
   - Conduct a needs assessment survey distributed to all students in grades 7-12 through the high school journalism class. A similar survey will be administered in the elementary school in January 2011.
   - Make recommendations for and support professional development.

B. Raise the awareness and educate parents and the community at large about the new Bullying Prevention/Intervention Law (MGL. C 71 § 370) and the steps our school district is taking to address it. The goal of this effort is to facilitate students, parents, staff, and community members to work together continuing to make expectations of civility, trust, and support essential components of our district culture.

C. Educate the community both inside and outside of school about the Southern Berkshire Regional School District efforts.
   - Invite teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians to a school committee presentation on the SBRSD Bullying Prevention/Intervention Plan.
   - Revision of school Student 2010-2011, 2011-2012 Handbooks.
   - School Councils will provide input regarding the plan.
- School assemblies are conducted at both the elementary and secondary levels.
- Blackboard Connect message will be sent to all parents in the school district.
- Letter and brochure will be mailed home prior to open house with District Attorney.
- Open House with Berkshire County District Attorney will be organized. An Alert Now reminder will be sent to parents/guardians.
- The website will be used to communicate updates about the Bullying Prevention/Intervention Plan.
- We will work in partnership with the Berkshire County District Attorney’s office and local police departments to provide ongoing educational experiences for students and staff.

D. The district will annually assess the efficacy of the plan. See section V.

II. WORKING VOCABULARY - The new law is very specific about the meaning and scope of definitions related to bullying. We must be consistent in the use and understanding of the following terms as described in the legislation

A. “Aggressor” - The aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extra-curricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

B. “Bullying” - The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (1) causes physical or emotional harm to the victim or damage to the victim’s property; (2) places the victim in reasonable fear of harm to himself or of damage to his property; (3) creates a hostile environment at school for the victim; (4) infringes on the rights of the victim at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. For the purpose of this section, bullying shall include cyberbullying.

C. “Cyberbullying” - Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (1) the creation of a web page or blog in which the creator assumes the identity of another person or (2) the knowing impersonation of another person as the author of posted content or messages, if the creation or
impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the definition of conditions enumerated in clauses (1) to (5), inclusive, bullying.

D. “Hostile Environment” - A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

E. “Retaliation” - Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

F. “Staff” - Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or para-professionals.

G. “Target” - A target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

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

III. PROCEDURES FOR REPORTING INCIDENTS OF BULLYING, RETALIATION, AND FALSE REPORTING REPORTING RESPONSIBILITIES AND PROCEDURES

A. Procedures for reporting incidents of bullying and retaliation.

1A. Methods of communication:
- Parents/Students - SBRSD Anti-Bullying Hotline: Mount Everett Regional School 413-229-8734 #418, Undermountain Elementary 413-229-8734 #419.
- Anonymous comment box outside both libraries.
- A SBRSD web page link for comments regarding bullying, retaliation, and false reporting.
- District email.
- Middle/High School - Dean of Students or designee.
- Elementary Schools - Assistant Principal or designee.
2B. Staff - All district employees are mandated reporters with respect to incidents of bullying, retaliation, and false reporting. Report all incidents on Behavioral Tracking Form (See Section XXI) and deliver to respective administrators in both elementary and middle/high school offices. Tracking Form includes date, students involved, where the incident took place, quick behavior list, and a space for writing the evidence that produced the behavior witnessed, action taken, and staff identification.

*Report of bullying or retaliation may be made anonymously. However, no disciplinary action shall be taken against a student solely on the basis of an anonymous report.*

IV. PROCEDURES FOR RESPONDING TO ALLEGATIONS OF BULLYING, RETALIATION, OR FALSE REPORTING

A. Administrative Response - Administrators will keep all Behavior Tracking Forms and other reports as methods of communication and data collection. Administrators will make the decision if the alleged act is “bullying”, retaliation, or false reporting or not, and it will be based on the concept of “ongoing and one-sided” (i.e. there is a power differential) with intent to cause harm.

B. Report Response Procedure

1. The Aggressor Interview:
   - Identify the problem - do not reveal the reporter.
   - Ask questions and gather information.
   - Apply consequences according to the severity and frequency of behavior if the investigation supports the allegation.
   - Generate solutions for the future.
   - Notify parents.

2. The Target Interview
   - Identify the problem.
   - Ask questions and gather information.
   - Develop a safety plan.
   - Notify parents.

3. The Bystander/Witness Interview
   - Ask questions and gather information.
   - Develop a safety plan, if needed.

4. Observation
   - Conducted by administrator/designee.
   - Determine that behavior is ongoing, one sided, and intended to cause harm/exclude an individual or group.
C. Response to Unsubstantiated Report

1. Complete Behavioral Tracking Form.
2. Report filed separately by individual student.
3. Unsubstantiated reports may require further investigation.

D. Response to Substantiated Report

1. Complete Behavioral Tracking Form.
2. Discipline referral.
3. Documented in Rediker and cumulative file.
5. Safety plan for victim.
6. Parents of all parties informed.
7. Transition planning will be implemented, as needed, on an individual basis for student moving from one school to another or one grade to the next.

E. Secondary school response to the Aggressor - Incremental disciplinary responses will be the norm but approach may be modified at the discretion of the Principal or Dean of Students.

1. Administrative Response
   - 1st offense -
     - Administrator meets with the student/students.
     - Warning is given.
     - Parents are notified.
   - 2nd offense -
     - Administrator meets with the student/students.
     - Detention is given.
     - Parents are notified.
   - 3rd offense -
     - Administrator meets with the student/students.
     - A Parent Conference is scheduled to develop an intervention plan for the student and family.
     - Consequences will be determined based on severity and frequency of the behavior. These may include:
       - Verbal warning/counseling.
       - Suspension.
       - Community service.
       - Social suspension.
       - Detention.
       - Loss of privileges.
       - Legal action (police, court, show cause hearing).
F. Elementary School Response to the Aggressor/Bully, Retaliator, or False Reporter

1. Administrative Response

**Behavior: Teasing, Systematic Exclusion, Retaliation, and False Reporting**

- **1**st offense (that requires administrative intervention)
  - Given a warning.
  - Student calls the parent.

- **2**nd offense
  - Administrator meets with student/students.
  - Student stays inside for one recess.
  - Student calls the parent.

- **3**nd offense
  - Administrator meets with the student/students.
  - A parent conference is scheduled to develop an intervention plan for the student and family.
  - Consequences will be determined on severity and frequency of the behavior. These may include:
    - Suspension.
    - Community service.
    - Social suspension.
    - Loss of privileges.
    - Legal action (police, court, show cause hearing).

**Behavior: Hitting, Pushing, Slapping, Pinching, Grabbing**

- **1**st offense
  - Administrator meets with the student/students.
  - Student stays inside for one recess.
  - Student calls the parent.

- **2**nd offense
  - Administrator meets with the student/students.
  - Students stays inside for three days of recess.
  - Student calls the parent.

- **3**nd offense
  - Administrator meets with the student/students.
  - Student stays inside for five days of recess.
  - Student calls the parent. Administrator speaks to parent.

**Behavior: Harassment (racial, ethnic, or sexual verbal abuse)**

- **1**st offense
  - Administrator meets with the student/students.
  - Student stays inside for three recess periods.
  - Student calls the parent.

- **2**nd offense
  - Administrator meets with the student/students.
-Student stays inside for five recess periods.
-Student may receive SBRSD consequences as outlined by the district disciplinary policy.
-Student and Administrator call the parent.

3rd offense
-Student will miss classes for three days.
-Parents will be called in for a conference to develop an Individual Behavior Plan for the student.

After the third offense, consequences may be more severe depending on the severity of the actual behavior. They could include, but are not limited to the following:
- Detention.
- Internal detention.
- External detention.
- Parent contact by the school.
- Community service.
- Legal action (police, court, show cause hearing).
- Social suspension.
- Loss of privileges.

In all instances of bullying, or retaliation, or false reporting involving students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, 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 an incident of bullying, or retaliation, or false reporting 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 school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (vii) of the second paragraph of subsection (d) of MGL. C 71 § 370.

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

*Police will be called if the behavior involves criminal activity, threats, violence, or if the behavior involves electronic or physical stalking. The school district will notify local law enforcement if there is a possibility of criminal charges being pursued by the parent/guardian or target of bullying behavior.*

Administrators may also meet with the accomplices or friends of the perpetrator to make them aware of the law and give substantial warning for future consequences.
Any and all communication will be recorded and kept in the student’s file, which will be located in the office of the Dean of Students or Assistant Principal. Any disciplinary action will be noted as per SBRSD school policy and the data will be added to the student’s cumulative folder.

2. Staff response:
   - Stop the situation immediately and address it. Say, “That’s rude and it’s hurtful. It stops NOW. In our school we treat each other with respect.”
   - Plan to meet privately and separately with the bully/aggressor and the victim/target. Say, “I’m going to meet with each of you later so we can work on this problem. (Schedule the meeting before the students leave the room.)
   - Separate students. Attend to the needs of the victim first.
   - Meet with the student(s), using the coaching format as a guide. (See section XXI)
   - Document the incident including specific information regarding student behavior and teacher response.
   - File the report on the Behavior Tracking Form. Keep a copy and give the form to the Assistant Principal.
   - Contact parents of the victim and the perpetrator to inform them of the incident.
   - Follow up with parents. Document any conversation on the back of the Behavioral Tracking Form. Check in with students involved.

Hearsay and anonymous reporting do not always result in disciplinary action.

H. SBRSD Safety Plan for the Target
   1. Procedures for restoring a sense of safety for the target
      - Include time of incident and all students involved, including the target on the Behavioral Tracking Form.
      - Give consideration to unstructured areas (target or aggressor)
      - Assigned/preferential seating on the bus.
      - Restrict/monitor movement during transition.
      - Inform teachers and all relevant adults: coaches, bus drivers, para-professionals, cafeteria staff, guidance, and nurses.
      - Action taken: maximize adult supervision.
      - Staff is notified and made aware of the situation. They are asked to be more visible and alert, and intervene as necessary.
      - Keep lines of communication open with parents/guardians.
      - Conduct periodic check-ins with the student.
   2. Protecting the reporter from bullying and retaliation
      - Reporter’s name will be kept anonymous.
      - The reporter will be given safe avenues and tools to be able to continue to notify adults if bullying behavior continues.
      - Designated Administrator will discreetly continue to keep in
contact with the reporter.
- Message to all students: *When we know all the information and the players, we can protect all of you and we can stop the behavior. Help us by coming forward if you are bullied or you see it happening to someone else.*
- Reporters who make false accusations are subject to the same consequences as the perpetrator.

3. Notifying the parents of the target
   - Administrator calls the parent/guardian for a conference.
   - Does not share the consequences that were given to the aggressor. Instead responds as such; *I cannot share the other student’s consequences but these are some of the steps that have been taken in order to create a safe environment for your daughter/son.*
   - Review in general terms the steps taken in regards to assuring safety for their child:
     - Restricting movement of the aggressor.
     - Maximizing adult supervision in unstructured areas.
     - Coaching the target and making a plan for safety.
     - Identifying key adults that the target can reach at all times of the day.
   - Document the conversation on the back of the Behavior Tracking Form and file.
   - Provide counseling or referral to appropriate services for targets and their family members (if necessary).
   - Call parents/guardians as a follow-up to this meeting.

4. Provisions for informing parents/guardians about the SBRSD Bullying Prevention/Intervention Policy and district curriculum.
   - Conduct a yearly survey of staff, students, parents/guardians, and community members about their knowledge and experience with bullying. Collect and use data to inform the curriculum.
   - Distribute a pamphlet/brochure for parents/guardians.
   - Print the definitions and the SBRSD Bullying Prevention/Intervention Policy in the Student Handbooks.
   - Print the definitions and the SBRSD Bullying Prevention/Intervention Policy in the Staff Handbook.
   - Elicit public support for parent/student bullying awareness events:
     - District Attorney’s presentation of online safety and cyberbullying law.
     - PTO sponsored events for parents and teachers in regards to the dynamics of bullying.
     - Share resources and support with other agencies such as: Railroad Street Youth Project, Mental Health Agencies, Police Department, MARC (Massachusetts Aggression Reduction Center), SBYC (South Berkshire Youth Coalition), CHP (Community Health Program), District Attorney’s Office.
V. DATA ANALYSIS - Administration and staff will work closely with the technology director to collect and store data related to bullying. Information such as dates, times of day, recidivism, gender relationships, locations, methods, age/grade, and consequences will be analyzed. This spring our district data team will work with our DESE liaison using the topic of bullying as an exercise to test our data analysis protocol. Lessons learned from this analysis will be used to improve the current plan and provided to the school committee for their consideration in policy development.

VI. CURRICULAR AND CO-CURRICULAR CONNECTIONS

A. School Culture - In embracing an atmosphere of safety, acceptance, and support for all members of the SBRSD community, bullying will be addressed in a straight forward and decisive manner. This effort must be pervasive if, in fact, it is to be reflective of the district culture. Therefore, bullying prevention/intervention will be presented in multiple curricular and co-curricular venues.

B. Curriculum Portfolio - District Leadership Team members will meet to discuss embedding bullying prevention/intervention in multiple curricular areas. By June 2011 our goal is to have bullying prevention/intervention present in at least one unit in each of the framework areas.

C. Middle School Advisory - 7th and 8th grade teachers will discuss bullying prevention/intervention utilizing language from a selected research based program. The interdisciplinary unit on Man’s Inhumanity to Man will be used as a springboard for some of these discussions. A working committee will report back to the high school faculty in April 2011 regarding extending the current advisory program to grades 9-12. Such a venue will be utilized in the 2011-2012 school year to extend such discussions to high school students if adopted.

D. Student Government - 5th and 6th grade school council has been and will become more involved in teaching anti-bullying lessons through multi-level strand meetings.

The 7-12 grade student council will be challenged to promote a student-based bullying prevention/intervention culture. The principal and dean of students will meet with members of the student government and review the law, current handbook regulations, and initiatives already in place.

E. Steps To Respect - The elementary schools will expand our implementation of the Steps To Respect programs K-6 in order to develop a common language and response to bullying through lessons, activities, and school-wide positive-behavior intervention systems. Second Steps Programs will be introduced in grades 7 and 8 during the 2011-2012 school year. Students with disabilities will be provided with curriculum accommodations and modification as mandated by their IEPs.
F. Public Forums - Activities such as assemblies, community meetings, strand meetings, as well as athletic and theater experiences will speak to matters related to our district’s bullying prevention/intervention effort. This year’s high school musical, You’re A Good Man Charlie Brown, will be used as a teaching tool to further address the issue of bullying.

G. Extracurricular Activities - The plan will encompass extracurricular activities such as Big Brother - Big Sister, Gay Straight Alliance, Students Who Achieve Goodness, etc. to teach anti-bullying strategies. In addition to teaching strategies, the groups will be challenged to create innovative and visual reminders to reinforce the bullying prevention/intervention effort.

H. Students with disabilities - Special education student needs will be considered separately as part of our bullying prevention/intervention strategy. As required by M.G.L. c. 71B, § 3, as amended by chapter 92 of the acts of 2010, when the IEP team determines the student has a disability that affects social skills development or if a student may participate in or is vulnerable to bullying, harassment, or 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 bullying, harassment, or teasing.

I. Referral to outside services - Schools and districts should establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the plan and revised as needed.

VII. PARENT/COMMUNITY EDUCATION OUTREACH AND PARTICIPATION

A. In an effort to strengthen bullying prevention efforts detailed in the plan SBRSD will strive to collaborate with parents/guardians, community members, agencies, and stakeholders in this endeavor. We recognize the critical importance of groups/organizations such as: School Council, PTO, District Attorney, Medical Practitioners, Police Departments, Social Service Agencies, civic and religious organizations.

B. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or schools.

- Parent information and instructional evening in social media and cyberbullying by the District Attorney. Specific information will be provided to parents/guardians how they can reinforce the districts bullying prevention/intervention program at home. This presentation will include information on how to recognize signs of bullying/cyberbullying as well
as being able to identify potential target populations.
-A parent/student/staff designed brochure that educates parents/guardians on bullying prevention/intervention will be made available to all parents.
-The bullying prevention/intervention plan will be posted on the SBRSD web site.
-Anti-Bullying Hot Lines
-Annual written notice of the relevant sections of the bullying prevention/intervention plan shall be provided in the school handbook to students and their parents/guardians, in age appropriate terms.
-An overview of the prevention/intervention will be presented to parents/guardians at Open Houses.
-Anti-Bullying messages are conveyed by students in the theater productions.

VIII. PROFESSIONAL DEVELOPMENT

A. The purpose of ongoing professional development program is to provide all staff, volunteers, and contracted service personnel build the skills of school staff to prevent, identify, and respond to bullying while further developing and upholding a culture of care and support. In doing so, all SBRSD staff, volunteers, and contracted service personnel will participate in activities aimed toward continued systemic cultural change.

B. The professional staff development will include training in:
- strategies for interventions to stop bullying.
- information regarding the complex interaction and power differential that can take place among an aggressor, a target and witnesses to bullying.
- information on students who are at risk for bullying.
- information on cyberbullying.
- internet safety issues as they relate to cyberbullying.

C. The district will use a multi-tiered professional development program to educate staff.
- A group of staff will attend Train the Trainer workshops in the use of the Second Steps Program provided by The Committee for Children. These trainers will instruct facilitators to support implementation of the program.
- Half-day training for all staff in Anti-Bullying Curriculum.
- Use of professional development release time for professional learning communities to meet regarding anti-bullying instruction.
- Use of grade-level meetings, middle school team meetings, and house meetings for additional training.
- Overview of district plan and policies during annual staff orientation meetings.
- Small group training during staff orientation faculty meetings to address safety plans and aggressor plans.
- New teacher orientation meetings.
- Commit faculty and ESP meeting time to address the following:
- 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.
- 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 acts of 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.
- Special Education meeting to address students with special needs and anti-bullying programs.
- Summer professional development for anti-bullying committee to review, plan, and create professional development programs for staff.

IX. ASSIST WITH POLICY DEVELOPMENT FOR SCHOOL COMMITTEE

Pursuant to MGL c.71, § 370, our school committee must adopt a policy related to bullying prevention by June 2011. The district policy subcommittee met with members of the bullying prevention committee and administration in the fall of 2010 and requested their input regarding policy development. Members of the bullying prevention committee and administration will provide assistance in this effort as requested, specifically as it relates to the efficacy of our current plan.

- Senate 2404 Bill: An Act Relative to Bullying
- MGL 71 § 93, 370 (interest safety, bullying)
- MGL 71 § (IEP requirements)
- Chapter 265, Section 43 (stalking)
- General Law 269.19 § 17, 18, 19 (hazing)
- Title IX of U.S. Civic Rights Acts (sex discrimination)
- Title VI of U.S. Civil Rights Acts (discrimination race, color or national origin)
- Section 504 (documentation based on disability)
- Boy Scouts of America Equal Access Act
- Family Education Rights and Privacy Act
- MA Student Records Law and Regulations
- MGL Chapter 76 S 5 (attendance/discrimination)
XI. The following forms will be used as part of the Southern Berkshire effort.

<table>
<thead>
<tr>
<th>SBRSD Bullying Prevention and Intervention Behavioral Tracking Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Incident:</td>
</tr>
<tr>
<td>Students Involved (Aggressor, Target, Witnesses)</td>
</tr>
<tr>
<td>Where did the incident occur?</td>
</tr>
<tr>
<td>Behavior Check List:</td>
</tr>
<tr>
<td>____ Threat</td>
</tr>
<tr>
<td>____ Shunning</td>
</tr>
<tr>
<td>____ Harassment</td>
</tr>
<tr>
<td>____ Physical Abuse</td>
</tr>
<tr>
<td>____ Retaliation</td>
</tr>
<tr>
<td>____ CyberBullying</td>
</tr>
<tr>
<td>____ False Reporting</td>
</tr>
</tbody>
</table>

Write the evidence witnessed in clear, precise, specific language.

Action Taken:

Reported by:  
Reported to:  

Make a copy and give it to Administration. Keep your copy.
Anonymous Report of Bullying
Anonymous boxes are located outside high school and elementary libraries.

Who was involved?

Where did it occur?

What happened?

When did the bullying occur?

Was it cyberbullying?

(Text, Facebook, i.m.IM, on line, email, etc.)
Mount Everett Regional School
Request for Administrative Assistance

Student ____________________________

Teacher____________________________

Date ___________ Period _____________

Action Taken by Teacher Before Requesting
Assistance __  Private Conference with Student
  __  Phoned Parents
  __  Parent Conference
  __  Mailed Information to Parent
  __  Detention
  __  Other _________________________

Additional Information About Incident
________________________________________
________________________________________
________________________________________
________________________________________

Administrative Action:
________________________________________
________________________________________
________________________________________
________________________________________

Behavioral Infractions
__ Assault/Battery
__ Bus Referral
__ Cheating
__ Damage to school
__ Fighting
__ Profanity/Inappropriate Language
__ Rude/Discourteous

Attendance Violations
__ Cutting a class
__ Excessive tardiness (3 or more) classes
__ Leaving class without permission
__ Leaving school without permission
__ Tardy to school
__ Tardy to class
__ Truancy

Handbook Violations/Other
__ Computer Violation
__ Distribution of Controlled substance
__ Dress code violations
__ Driving Violations
__ Failure to serve detention
__ Bullying/Harassment
__ Possession of contraband
__ Sexual impropriety
__ Theft
__ Other _______________________________

Administrative Action:
________________________________________
________________________________________
________________________________________

__ Restraint was necessary
__ Restraint report filed

Signature ________________________________
So Berkshire Elementary Schools Behavior Report

Student: _____________________ Date: _____________________

Teacher: _____________________ Class: _____________________

Individual Reporting:

Action Taken by Adult:
___ Private Conference with Student
___ Phoned Parents
___ Parent Conference
___ Mailed information to parent
___ Detention
___ Other

Specific Behavior(s) resulting in this report:

Please circle all behaviors exhibited on left.

Description of the Behavior(s) Incident:

Continued on Back: Yes ___   No ___

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

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

Staff actions in response to behavior:

Student response to staff:

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

Was non-violent restraint necessary?

Yes ___ (report must be filed with this form)   No ___

Administrative Assistance Required: Yes ___   No ___

Behavioral Infractions
- Accidental Damage to Property
- Activating False Fire Alarm
- Arson
- Assault/Battery
- Being in Unapproved Area
- Bullying/Harassment/Hazing
- Bus Referral
- Cheating
- Class Disruption
- Computer Violation/Cyberbullying
- Cutting Class
- Defiance of Authority
- Disrespectful to Staff
- Dress Code Violation
- Excessive Tardiness or Absences
- Fighting
- Food/Drink in Inappropriate Area
- Forgery
- Gambling
- Hitting/Punching
- Inappropriate Touching
- Intimidation
- Lack of Cooperation
- Leaving Class/School without Permission
- Littering
- Noncompliance
- Obscene Gesture
- Physical Aggression
- Possession/Use of Alcohol/Drugs/Cigarettes
- Possession/Use of Fireworks
- Possession of Stolen Property
- Possession/Use of Weapon
- Profanity/Inappropriate Language
- Rude/Discourteous
- Running in Hallway
- Sale of an Illegal Substance/Object
- Smoking
- Theft
- Threatening a Student/Teacher
- Truancy
- Uncooperative with a Substitute
- Vandalism (Deliberate)

Administrator Action:
___ Spoke with student
___ Call home
___ Time out in office
___ Recess denied
___ Lunch in office
___ ESP utilized
___ Written or verbal apology
___ Field trip denied
___ Internal Suspension
___ External Suspension
___ Other (explain on back)

Continued on back: Yes ___   No ___

Signature _____________________ Date _____________________
Continued Description of Behavior(s) Incident:

<table>
<thead>
<tr>
<th>Continued Administrative Action:</th>
<th>Stages of Crisis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Notes:</td>
<td>Stage 1:</td>
</tr>
<tr>
<td></td>
<td>Examples: rocking, tapping, swearing, pacing</td>
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<td>Appears: anxious, irritable, withdrawn</td>
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<td>Underlying Messages: Take note, I’m distressed</td>
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<td>Response options: supportive, problem solve, redirection, humor, empathy, eat crow, active listening</td>
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<td>Stage 2:</td>
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<td></td>
<td>Examples: shouting, teasing, provoking, verbal aggression</td>
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<td>Response options: supportive, problem solve, redirection, humor, empathy, eat crow, active listening - Directive</td>
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<td>Examples: punching, pounding, throwing, breaking objects, increased motor activity</td>
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Coaching the Student Who Bullied

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

1. **Identify the problem and diffuse reporting responsibility.**
   
   Ideas:
   - “I have been hearing that ...”
   - “Many students have reported that ...”

2. **Ask questions and gather information.**
   
   Ideas:
   - “I’d like to hear from you about what happened.”
   - “How would you feel if this happened to you?”

3. **Apply consequences.**
   
   Idea:
   - Review the school policy regarding bullying.

4. **Generate solutions for the future.**
   
   Idea:
   - “What are some ways to prevent this from happening again?”

5. **Follow up.**
   
   Ideas:
   - See how the plan is working.
   - Contact parents as appropriate.
   - Refer student for further discipline as appropriate.
   - Refer more serious or chronic cases to an administrator or counselor.

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