



220 N. Main Street, Suite 201
Natick, MA 01760

Bullying Prevention and Intervention Plan

December 2010

ACCEPT Education Collaborative Bullying Prevention and Intervention Plan

TABLE OF CONTENTS

DEFINITIONS.....	1
LEADERSHIP	2
Public involvement in developing the Plan	2
Assessing needs and resources.....	3
Planning and oversight.....	3
Developing priority statements	3
TRAINING AND PROFESSIONAL DEVELOPMENT.....	4
Annual staff training on the Plan	4
Ongoing professional development	4
Written notice to staff	5
ACCESS TO RESOURCES AND SERVICES	5
Identifying resources.....	5
Counseling and other services	5
Students with disabilities	5
Referral to outside services.....	5
ACADEMIC AND NON-ACADEMIC ACTIVITIES	5
Specific bullying prevention approaches	6
General teaching approaches that support bullying prevention efforts	6
REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....	6
Reporting bullying or retaliation.....	6
Reporting by Staff.....	7
Reporting by Students, Parents or Guardians, and Others.....	7
Responding to a report of bullying or retaliation.....	7
Safety	7
Obligations to Notify Others.....	8
Investigation.....	8
Determinations.....	9
Responses to Bullying.....	10
Teaching Appropriate Behavior Through Skills-Building	10
Taking Disciplinary Action.....	10
Promoting Safety for the Target and Others	11
COLLABORATION WITH FAMILIES.....	11
Parent education and resources	11
Notification requirements	11
PROHIBITION AGAINST BULLYING AND RETALIATION.....	11
RELATIONSHIP TO OTHER LAWS	12

APPENDIX BULLYING PREVENTION AND INTERVENTION REPORTING FORMS

ACCEPT in partnership with parents, guardians, and the community, and in keeping with the ACCEPT core value of respect for human differences, believes that a positive, safe, civil environment in school is necessary for students to learn and achieve. Bullying disrupts a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The ACCEPT Collaborative therefore, prohibits bullying, including cyberbullying:

- 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 the Collaborative; or through the use of technology or an electronic device owned, leased, or used by the Collaborative, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Collaborative, 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 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 is also prohibited.

The ACCEPT Education Collaborative Bullying Prevention and Intervention Plan is patterned after The Massachusetts Department of Elementary and Secondary Education (DESE) model plan for dealing with bullying behaviors. Our goal is to maintain a positive environment that promotes learning and contributes to each student's academic, social, emotional, and physical development.

Please note the word "target" instead of "victim" and "aggressor" instead of "perpetrator" are used in the Plan to be consistent with the language used by the DESE.

DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, 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 physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or 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.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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 paraprofessionals.

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

LEADERSHIP

ACCEPT staff has a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. ACCEPT leadership partners with the administrative staff of the schools in which the programs are hosted. ACCEPT's Director of Special Education is responsible for remaining current with research on ways to prevent and effectively respond to bullying.

Public involvement in developing the Plan

As required by M.G.L. c. 71, § 37O, this Plan has been developed in consultation with teachers, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The final draft of this Plan was disseminated to constituents, requesting input, prior to submission to the Board of Directors. The following steps have been taken to involve staff members and other constituents in the development of the Plan

- October 21, 2010 to November 12, 2010 – develop initial draft of the Plan
- October 27, 2010 – feedback from ACCEPT Special Education staff
- November 12, 2010 – feedback from ACCEPT Special Education Advisory Board
- November 29, 2010 – December 1, 2010 – review ACCEPT member district's Bullying and Intervention Plans

- December 2, 2010 – Finalize draft of Plan
- December 3, 2010 to December 16, 2010 – public feedback from ACCEPT’s constituent groups, including but not limited to parents, superintendents, school resource officers, teachers, and drivers.
- December 23, 2010 – finalize Plan on or before this date
- January 3, 2011 – implement Plan

Assessing needs and resources

This Plan is the Collaborative’s blueprint for enhancing capacity to prevent and respond to issues of bullying. As part of the planning process input from families and staff regarding the adequacy of current programs and policies and procedures was considered and additional resources reviewed. ACCEPT will conduct a periodic needs’ assessment to determine if the policies and procedures require revision, or if partnerships need to be established with community agencies. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies, supervision, professional development, and age-appropriate curricula.

Planning and oversight

The Executive Director and the ACCEPT Director of Special Education will:

- 1) receive reports on bullying;
- 2) collect and analyze data on bullying to assess the present problem and to measure improved outcomes;
- 3) create a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- 4) plan for the ongoing professional development that is required by the law;
- 5) plan supports that respond to the needs of targets and aggressors;
- 6) choose the curricula the Collaborative will use;
- 7) develop new or revise current policies and protocols under the Plan, including an Internet safety policy;
- 8) amend student and staff handbooks and codes of conduct as necessary; and
- 9) review and update the Plan each year, or more frequently if necessary.

Developing priority statements

ACCEPT expects all members of the school community to treat each other in a civil manner and with respect for differences.

ACCEPT 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 understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Collaborative endeavors 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.

ACCEPT 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. 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,

transportation, 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 Collaborative 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. ACCEPT’s ACCEPT Director of Special Education is responsible for the implementation and oversight of the Plan.

TRAINING AND PROFESSIONAL DEVELOPMENT

This Plan is designed to reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, Collaborative nurses, bus drivers, and paraprofessionals. As required by the law, the following six topics will be included in professional development.

Annual staff training on the Plan

Annual training for all staff on the Plan will include responsibilities under the Plan, an overview of the steps that will be followed upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered. Staff members hired after the start of the school year are required to participate in training on the Plan.

Ongoing professional development

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

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

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

Additional areas for professional development may 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 behaviors;

- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring environment for all students.

Written notice to staff

The Collaborative will provide all staff with an annual written notice of the Plan, including any revisions.

ACCESS TO RESOURCES AND SERVICES

This Plan is designed to promote a positive school climate by ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. In order to enhance the Collaborative's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors, and bystanders. Appropriate referrals for counseling and other services for aggressors, targets, and family members are made.

Identifying resources

Annually ACCEPT leadership will identify its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive environments by focusing on early interventions and intensive services. ACCEPT will fill identified resource and service gaps including adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

Counseling and other services

ACCEPT programs are staffed by a variety of licensed professionals, including school counselors, special educators, nurses, and related service providers who provide ongoing assessment, crisis intervention, and emotional support. Additionally, ACCEPT has existing relationships with community-based organizations to which referrals can be made. The Collaborative staff has expertise in conducting Functional Behavioral Assessments, developing Positive Behavior Intervention Plans, and facilitating social skills groups.

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 Team determines the student has a disability that affects social skills development or the 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.

Referral to outside services

ACCEPT has relationships with a variety of outside agencies to which referrals are made when necessary. ACCEPT staff will assist families in accessing appropriate and timely services.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

ACCEPT provides developmentally and age-appropriate instruction on bullying prevention in all classrooms using evidence-based curricula.

Specific bullying prevention approaches

Bullying prevention curricula is 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 acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- Providing families with information regarding ACCEPT's bullying prevention plan.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan at the beginning of each school year.

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

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, ACCEPT has policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. ACCEPT staff are required to report immediately to the ACCEPT Director of Special Education, or in the case of transportation issues to the Transportation Manager, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other

individuals who are not Collaborative staff members may be made anonymously. The Collaborative will make the Incident Reporting Form available on the ACCEPT website.

Use of an Incident Reporting Form is not required as a condition of making a report. The Collaborative will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for families; 2) make it available at the ACCEPT office; and 3) post it on the ACCEPT website.

At the beginning of each school year, ACCEPT will provide staff, students, and families 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 ACCEPT Director of Special Education will be incorporated in the information about the Plan that is made available to families.

Reporting by Staff

If a staff member witnesses or otherwise becomes aware of conduct that may be bullying or retaliation, they will report it immediately to the ACCEPT Director of Special Education or in the case of a transportation issue to ACCEPT's Transportation Manager. This requirement to report does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Collaborative policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

The Collaborative expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the ACCEPT Director of Special Education or in the case of an issue related to transportation to ACCEPT's Transportation Manager. 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, families, 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 ACCEPT Director of Special Education.

Responding to a report of bullying or retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, 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 creating a personal safety plan, pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus, identifying a staff member who will act as a "safe person" for the target, and altering the aggressor's schedule and access to the target. The ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

In the case of bullying on an ACCEPT van, the Transportation Manager will contact the school(s) the students attend to ensure they are aware of the situation and will be asked to take action to

provide appropriate interventions to address the situation. The Transportation Manager will alert drivers and monitors of the incident and the need to protect students from bullying or retaliation.

Obligations to Notify Others

Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will promptly notify the parents or guardians of the target and the aggressor and of the procedures for responding to it. There may be circumstances in which the ACCEPT Director of Special Education contacts parents or guardians prior to any investigation.

Notice to the District. The ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will promptly notify a representative from the LEA of each student involved.

Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the ACCEPT Director of Special Education has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the ACCEPT Director of Special Education 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 ACCEPT Director of Special Education will contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the ACCEPT Director of Special Education will, consistent with the Plan and with applicable Collaborative policies and procedures, consult with the school resource officer, if any, and other individuals the ACCEPT Director of Special Education deems appropriate.

Investigation

The ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will investigate promptly all reports of bullying or retaliation and will consider all available information including the nature of the allegation(s) and the ages of the students involved.

During the investigation the ACCEPT Director of Special Education will interview students, staff, witnesses, parents or guardians, and others as necessary. The ACCEPT Director of Special Education will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

If the incident occurred on an ACCEPT van, the Transportation Manager will interview staff who may have witnessed the event and determine appropriate next steps consistent with policies contained in ACCEPT's Parent Special Education Transportation Handbook.

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

Procedures for investigating reports of bullying and retaliation will be consistent with Collaborative policies and procedures for investigations. If necessary, the ACCEPT Director of Special Education will consult with legal counsel about the investigation.

Determinations

The ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will make a determination based upon the available facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the ACCEPT Director of Special Education may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's families, to identify any underlying social or emotional issues that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

Responses to Bullying

The Collaborative uses a range of strategies for building students' skills, and other individualized interventions to remediate or prevent further bullying and retaliation.

Teaching Appropriate Behavior Through Skills-Building

Upon the ACCEPT Director of Special Education determining that bullying or retaliation has occurred, the Collaborative uses a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches may include:

- offering individualized skill-building based on the Collaborative's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with families to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and

Taking Disciplinary Action

If the ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found during the investigation, including the nature of the conduct, the age of the students involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the Collaborative's policies.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and applicable state laws regarding student discipline.

If the ACCEPT Director of Special Education, or in the case of a transportation issue the Transportation Manager, 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 ACCEPT Director of Special Education 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. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the ACCEPT Director of Special Education 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 ACCEPT Director of Special Education will work with appropriate staff to implement them immediately.

For issues related to transportation the Transportation Manager will consider what adjustments, if any, are needed in the van to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Transportation Manager will follow-up with the driver to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Transportation Manager will work with appropriate staff to implement them immediately.

COLLABORATION WITH FAMILIES

This Plan includes strategies to engage and collaborate with students' families to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the Collaborative include: (i) how families can reinforce the curricula at home; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Families will be notified in writing each year about the Bullying Prevention and Intervention Plan.

Parent education and resources

The Collaborative will offer parent workshops focused on anti-bullying curricula and social competency curricula.

Notification requirements

Each year ACCEPT will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The Collaborative will send parents written notice each year about the student-related sections of the Plan and the Collaborative's Internet safety policy. All notices and information made available to families will be in hard copy and electronic formats; the Plan and related information will be posted on the ACCEPT website.

PROHIBITION AGAINST BULLYING AND RETALIATION

The Collaborative will not tolerate any unlawful or disruptive behavior including any form of bullying, cyberbullying, or retaliation. The Collaborative will investigate reports and complaints of bullying, cyberbullying, and retaliation and take prompt action to restore the target's safety.

Acts of bullying, which include cyberbullying, are prohibited:

- 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 the Collaborative; or through the use of technology or an electronic device owned, leased, or used by the Collaborative, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Collaborative, 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 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 is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Collaborative to staff any non-school related activities, functions, or programs.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Collaborative, 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 this Plan prevents the Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or Collaborative policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the Collaborative to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or Collaborative policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Bullying Prevention & Intervention Report Form

1. Name of Person Filing This Report

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

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

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

4. Your contact information, including telephone number:

5. If a staff member, what is your position?:

6. Information about the incident

Name of target of bullying behavior:

Name of the aggressor:

Date(s) of incident(s)	Time of incident	Location of incident	Witnesses or others who know about the incident (if any), and their role (student, staff, parent, etc.)

If you have attached additional pages for other incidents, check here:

Describe the details of the incident(s), including the names of all who were involved, what each did, and specific words and actions. If you have attached additional sheets, please check here: