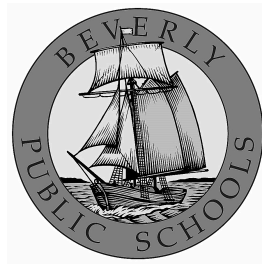


Beverly Public Schools



Bullying Prevention and Intervention Plan

Updated: December 2017

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1V. Procedures for Reporting and Responding to Bullying and Retaliation

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Appendix A: Bullying Prevention Policy

**Appendix B: Bullying Prevention and Intervention
Incident Reporting Form**

I. Leadership

District leadership is committed to developing a strength-based safe school climate where everyone is treated with dignity and respect. We intend to provide a learning and work atmosphere for students, employees,

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parents/guardians and visitors free from bullying, cyber-bullying, discrimination and harassment of any kind.

It is the responsibility of every employee and student to recognize acts of bullying and harassment and take every action necessary to ensure applicable policies and procedures of the district are implemented. It is a violation of our policy for any visitor or member of the school community to engage in or condone prohibited behavior.

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially.

The Bullying Prevention and Intervention Plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or paraprofessionals.

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

Any student or employee who believes that he or she has been subject to bullying, cyberbullying or harassment is encouraged to file a complaint immediately and should expect prompt and thorough investigation of the complaint, including ending the prohibited behavior and restoring the victim's (target's) sense of safety and well being.

Leadership at all levels plays a critical role in our Bullying Prevention and Intervention Plan and in promoting a positive school climate. District employees have the primary role in teaching students to be civil to one another and to promote an understanding of, and respect for, diversity and difference. Professional development and school activities support this

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effort. District leadership receives training and annual updates about the Bullying Law and our District's Prevention and Intervention Plan.

In order to inform the community of the new data collection and reporting requirements, at least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary Education developed a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the Beverly Public Schools will annually report bullying incident data to the Department. Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

II. Training and Professional Development

Annual training for all school staff and students will occur before September 30th of the school year. Training will include, but not be limited to, a review of the District's responsibilities and review of the District's Bullying and Discrimination/Harassment Policies and the Bullying Prevention and Intervention Plan in their entirety. All staff are expected to participate in the District's Online Civil Rights (Discrimination/Harassment) and Bullying Prevention and Intervention Trainings. Staff members hired after the start of the school year will be provided with training materials by the Personnel Department and trained by their respective building-based equity

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coordinators. In addition, building leadership and equity coordinators will review district prevention efforts and protocols with all new hires.

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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 schoolwide and district wide professional development will be informed by research and will include information on:

- Strategies to prevent bullying incidents;
- Strategies for interventions to stop bullying;
- Information regarding the complex interaction and power differential that can take place among an aggressor, a target, and a witness to bullying;

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- Research and information on students who are at risk for bullying;
- Information on 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 identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;

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- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

Building based equity coordinators receive specialized training in bullying and harassment prevention, investigation, and remediation. Equity coordinators will continue to participate in and receive related and specialized training during the school year. Equity coordinators work closely with the District's Title(s) VI, IX Coordinator and with parents and staff to remediate bullying and harassment.

Copies of the District's updated Bullying Prevention and Intervention Plan, Bullying and Discrimination/Harassment Policies, as well as the related Age-Appropriate Summary, are distributed each year to all staff and summaries are posted throughout all school buildings and on our school website. The Policy and Plan will continue to be reviewed and disseminated

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by the District's Wellness Advisory Committee and PTO Leadership for questions or comments. Notices are sent to the local newspapers each school year.

Equity coordinators, school adjustment counselors and classroom teachers (utilizing Olweus, Second Step, Steps to Respect and the District's Age-Appropriate Discrimination/Harassment/Bullying Summary), facilitate lessons and work with students to promote bystander responsibility and to ensure that all students understand the definitions of bullying, harassment, cyber-bullying, retaliation, victim/target, and perpetrator/aggressor. At the beginning of each school year, equity coordinators are responsible for reviewing with school recess and lunch monitors, school nurses, and secretaries, the Bullying Policy, the District's Prevention and Intervention Plan, Olweus, and Steps to Respect. Custodians and transportation staff are trained by the District's Title(s) VI, IX Coordinator. Building based equity coordinators will review the Bullying Policy and the District's Prevention and Intervention Plan, with parents at the first open house. The District will provide an annual related training to parents. Related resources for students, staff, parents and guardians are posted on the District website.

Steps to Respect continues at the elementary level along with Olweus lessons, Second Step and Responsive Classroom; Second Step and Olweus are taught at Briscoe Middle School and Olweus at Beverly High School.

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YRBS data, climate, student and staff discussions, incident reports (in-house discipline reports) and equity reports will be charted, reviewed regularly and studied annually to identify school and district training needs and areas for additional education and support.

Ongoing professional development will continue to support staff proficiency in creating climates that promote safety, civil communication and respect for differences. Principals are committed to evidence-based curriculum and expect that our programs will be implemented with fidelity.

Effective communication with parents continues to be a goal within the District. We ask parents for their support and cooperation in monitoring their child's Facebook, Instagram, emails, texting and cell phone use.

Team chairs are designated to assist school adjustment counselors and building equity coordinators in preventing and responding to bullying and/or retaliation for students with disabilities. Responsive Classroom curriculum and training will continue at the five elementary schools.

III. Access to Resources and Services

Consultation is available on an on-going basis to district equity coordinators and school staff. The District has mapped school resources at the universal, selective, and intensive levels. Behavioral health consultations will be

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available to families and staff to assist in developing effective classroom management techniques and to develop behavioral plans for the classroom and/or at home. We have utilized behavioral health consultants for the past sixteen years and collaborate regularly with representatives from the Departments of Children and Families and Mental Health, Essex County Juvenile Court, Beverly Bootstraps, the YMCA, and the CSA. In addition, we contract with a strength-based behavioral consultant at the elementary level; Board Certified Behavioral Analysts at the middle and elementary schools; and a middle and high school consultant for students with social deficits, to assist teachers in building strategies. We hope to secure grant funding for additional behavioral health consultation and intervention training. The district has close relationships with community and mental health providers and can often successfully secure appropriate resources to meet student/family needs.

Social skills groups continue to be an ongoing practice at all levels facilitated by school adjustment and guidance staff. The District accesses MSW social work interns to facilitate additional groups and special education has contracted with mental health providers skilled in working with children with developmental delays to facilitate social skills groups for at-risk students.

Social skills groups and facilitated play, including lunch bunches, after school mentors (PALS), social pragmatic groups, and respite opportunity

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(TLC) are facilitated by school adjustment counselors, speech therapists, paraprofessionals, teaching fellows, mental health clinicians, and behavioral consultants who specialize in working with students and families with disabilities. In addition, our special education staff and consultants provide interventions in collaborative problem solving, pragmatics, sensory processing, executive functioning and social autopsies and rehearsals. It is the District's expectation that throughout our buildings all staff are modeling pro-social behaviors.

Investigations and remediation of bullying incidents involving a student who has been bullied due to perceived or actual sexual orientation or gender identity, equity coordinators will refer to the Department of Elementary & Secondary Education January 2011 Guidance and, as needed, confer with the District's Title(s) VI, IX Coordinator.

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.

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The District sets clear behavioral expectations for school and classroom practice. We strive to use strength-based language and positive supports to create and maintain adult connections for all students.

IV. Academic and Non-Academic Activities

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 or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, 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.

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

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Discipline procedures for students with disabilities will include Special Education staff and will be governed by the federal Individuals with Disabilities in Education Act (IDEA) and will be consistent with state laws regarding student discipline.

If the principal or equity coordinator determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

a. Promoting Safety for the Victim and Others

The principal or equity coordinator will consider what adjustments, if any, are needed in the school environment to enhance the victim's sense of safety and that of others as well, i.e. to increase adult supervision at transition times and in specific locations (halls, recess, and playground) where bullying is known to have occurred or is likely to occur, safety plan, change in the perpetrator's schedule, referral(s), as indicated.

Within a reasonable period of time following the determination and recommendation for remedy/corrective and/or disciplinary action, the principal or equity coordinator will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional

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supportive measures are needed. If so, the principal or equity coordinator will work with appropriate school staff to intervene immediately.

The district website includes bullying and cyber-bullying prevention resources for students, staff, and parents/guardians. School newsletters are also used to provide parents with prevention information.

VI. Collaboration with Families

Parent education and resources: The 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. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification requirements: Each year the school or district 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 school or district will send parents written notice each year about the student-related sections

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of the Plan and the District's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will post the Plan and related information on its website.

VII. Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyber-bullying, 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 an 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 victim or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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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 district or school to staff any non-school related activities, functions, or programs.

VIII. Problem Resolution System

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

IX. Definitions

Perpetrator, is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students, or member of a school staff, including, but not limited to, an

18V. Procedures for Reporting and Responding to Bullying and Retaliation

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educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, 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, Facetime, Skype and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

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 and/or a staff member's workplace.

19V. Procedures for Reporting and Responding to Bullying and Retaliation

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Retaliation is any form of intimidation, reprisal, or harassment directed against a student or staff member 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, an educator, administrator, school counselor, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to extracurricular activities, support staff, and or paraprofessional.

Victim is a student or staff member, against whom bullying, cyber-bullying, or retaliation has been perpetrated.

X. Relationship to Other Laws

Some student and staff misconduct that falls under a school's anti-bullying policy also may trigger responsibilities under one or more of the federal anti-discrimination laws and regulations enforced by the Department's Office for Civil Rights (OCR) and will be responded to consistent with the district's Discrimination/Harassment Policy. Consistent with state and federal laws, and the policies of the Beverly Public Schools, no person shall be discriminated against in admission to the Beverly Public Schools or in

20V. Procedures for Reporting and Responding to Bullying and Retaliation

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obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age and/or disability. Nothing in the Plan prevents the school or District 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 school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or District to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior. Beverly Public Schools will seek to prevent bullying and civil rights violations by addressing gateway behaviors to protect students and employees from potential physical and emotional harm.

Conduct need not meet the legal definition of bullying to violate the schools expectations for appropriate behavior. Conduct that violates, or is prohibited by other policies, may be subject to disciplinary measures and corrective action. The District will take prompt and effective steps to end and prevent discrimination/harassment and prevent any hostile environment or retaliation.

21V. Procedures for Reporting and Responding to Bullying and Retaliation

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APPENDIX A

BULLYING PREVENTION

The Beverly Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student or staff member shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim’s property;
- places the victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means 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.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted

23V. Procedures for Reporting and Responding to Bullying and Retaliation

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content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying 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 conditions enumerated in the definition of bullying.

Definitions

“Perpetrator” is a person who engages in bullying, cyberbullying, or retaliation.

“Victim” is a person against whom bullying, cyberbullying, or retaliation has been perpetrated.

“Hostile environment” 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 the student’s education.

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

Prohibition Against Bullying

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

24V. Procedures for Reporting and Responding to Bullying and Retaliation

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- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Beverly Public Schools;

Bullying and cyber-bullying 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 Beverly school district if the act or acts in question:

- create a hostile environment at school for the victim;
- infringe on the rights of the victim at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

25V. Procedures for Reporting and Responding to Bullying and Retaliation

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Students and staff, who believe that they are a victim of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The victim shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student or staff member who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or building equity coordinator who will promptly notify the building principal.

Investigation Procedures

The school principal or equity coordinator shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged victim, alleged perpetrator, staff members, students and/or witnesses. Appropriate strategies will be implemented to protect the victim and witnesses during the investigation.

Support staff shall assess an alleged victim's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

26V. Procedures for Reporting and Responding to Bullying and Retaliation

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Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or equity coordinator determines that bullying has occurred he/she shall promptly contact the parents or guardians of the student who has been the victim and/or perpetrator of bullying. Additionally the school principal or equity coordinator shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's liaison to the police department and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether corrective action has been implemented or disciplinary action. At a minimum the Principal or equity coordinator shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students or staff members who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or equity coordinator. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Victim Assistance/Perpetrator Assistance

27V. Procedures for Reporting and Responding to Bullying and Retaliation

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The Beverly Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students and staff members, both victims and perpetrator, affected by bullying, as necessary.

Training and Assessment

Ongoing training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan including the duties of faculty and staff shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

The bullying prevention and intervention plan shall be posted on the Beverly Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

28V. Procedures for Reporting and Responding to Bullying and Retaliation

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LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:37O, 37H ½
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A

CROSS REFS: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

Adopted: September 14, 2011
Revised: December 2017

29V. Procedures for Reporting and Responding to Bullying and Retaliation

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APPENDIX B

**Beverly Public Schools
Discrimination/Harassment/Bullying
Student/Parent Reporting Form**

Date: _____ Time: _____

Complainant/Target: _____

Person(s) Accused of Harassment/Discrimination/Bullying:

Date and approximate time offending words or actions occurred:

Where did the incident take place? :

Witnesses/Bystanders:

Description

Please describe the complaint with as much detail as possible. Please use direct quotes spoken by the person accused or describe specific actions in

30V. Procedures for Reporting and Responding to Bullying and Retaliation

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as much detail as possible. Chronology of events? Attach additional pages if necessary. (Have each page initialed by the person making the complaint.)

Were there any verbal/physical/sexual threats involved in this incident? If so, please describe in detail.

Has there been any past offending words/actions between you and the person accused (respondent/perpetrator)? Please describe:

What action would you like to see taken?

Do you feel you need protection or supportive services to cope with your feelings about this incident?

31V. Procedures for Reporting and Responding to Bullying and Retaliation

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Are you concerned about retaliation?

Have you told your parents/guardians?

Are there witnesses//bystanders the investigator should interview?

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