



Cape Cod Collaborative

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Cape Cod Collaborative CCR 10B Bullying Prevention and Intervention Plan

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I. LEADERSHIP

Statement of Purpose

The Cape Cod Collaborative expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Cape Cod Collaborative 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.

The Cape Cod Collaborative recognizes that certain students may be more vulnerable to become a target 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, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Cape Cod Collaborative will take specific steps 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.

The Cape Cod Collaborative 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, 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. The Program Directors are responsible for the implementation and oversight of the Plan at their respective buildings, except when a reported bullying incident involves the Program Director as the alleged aggressor. In such cases, the Executive Director or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Executive Director is the alleged aggressor, the Board of Directors, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

- A. Public Involvement in Developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed with various constituencies. This involvement will include:

Cape Cod Collaborative administrators, faculty and staff; school volunteers; interested community representatives, students, parents, and guardians; and the CCC Board of Directors

Consultation will include, at a minimum, notice and a public comment period before the Cape Cod Collaborative adopts the Plan.

B. Assessing Needs and Resources

The Executive Director, along with the Executive Director's designees, with input from administrators, faculty, and families, will:

- Assess the adequacy of current programs
- Review of current policies and procedures;
- Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- Assess available resources including curricula, training programs, and behavioral health services for designing ongoing professional development;
- Review current and relevant articles and research on best methodology to prevent, intervene and address bullying and cyber-bullying;
- Research and review 'field tested' and research-based anti-bullying curricula and instructional guides;
- Develop a resource bank of relevant materials for both parents and students;
- Review the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Assessments of initial and periodic needs, by surveying students, faculty, staff, parents, guardians on school climate and school safety needs.

C. Planning and oversight.

The building Program Directors or designee will be responsible for the following tasks under the Plan:

- Receiving reports on bullying;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and to measure improved outcomes;
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- Implementing the ongoing professional development that is required by the law;
- Identifying support strategies that respond to the needs of targets and aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or collaborative will use;
- Amending student and staff handbooks and codes of conduct; and
- Leading the parent or family engagement efforts and drafting parent information materials.

The Executive Director will be responsible for updating the Acceptable Use Policy and will be responsible for reviewing and updating biennially, or more frequently if needed.

II. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus

stop, on a school bus or other vehicle owned, leased, or used by a school collaborative or school; or through the use of technology or an electronic device owned, leased, or used by a school collaborative or school, and

- (ii) at a location, activity, function, or program that is not school-related including through the use of technology or an electronic device that is not owned, leased, or used by a school collaborative or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the 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 or school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or member of the school staff who engages in bullying, cyberbullying, 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 by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff, or paraprofessional 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.

School 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 or staff member against whom bullying, cyberbullying, or retaliation has been perpetrated.

IV. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or 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 the Plan prevents the school or 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 school or collaborative policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or collaborative to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H½, or 37H¾ other applicable laws, or local school or collaborative policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

The Cape Cod Collaborative will meet 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, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

A. Annual staff training on the Plan.

Annual training for all Cape Cod Collaborative faculty and staff on the Plan will include staff duties under the Plan, an overview of the steps that the Program Director 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. 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 year.

B. Ongoing professional development.

The Executive Director or designee will be responsible for oversight and implementation of the training used throughout the system. 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 school-wide and collaborative-wide professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally 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;
- Internet safety issues as they relate to cyberbullying;
- 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; and
- Maintaining a safe and caring classroom for all students.

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.

C. Written notice to staff.

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

VI. ACCESS TO RESOURCES AND SERVICES

The Executive Director or designee will be responsible for researching, reviewing and adopting appropriate curriculum and instructional materials for use in the schools. This work will require consultation with other appropriate collaborative and district resources.

The curriculum must be:

- Developmentally appropriate;
- Evidence based – based on research, or field tested; and
- Evaluated for effectiveness.

The resources will be evaluated on documented success rates, will be engaging to students and will be in keeping with our core values and philosophies of pedagogy. Curriculum should have creative presentation and should encourage students to find solutions and use critical thinking skills.

A. Identifying resources

Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, establishing safety planning teams, and identifying other agencies that can provide services.

Cape Cod Collaborative ○ STAR Program ○ Waypoint Academy ○ Transportation ○ Professional Development ○ ASLP

All students, regardless of race, color, sex, ancestry, gender identity and expression, religion, sexual orientation, disability, or homelessness, have equal access to the programs offered by Cape Cod Collaborative and to the full range of co-curricular/enrichment/sports programs offered by their sending district..

The Executive Director or designee will be responsible for creating and posting a bibliography of anti-bullying resources including, but not limited to:

- The Cape Cod Collaborative Anti-Bullying Policy
- The Cape Cod Collaborative Anti-Bullying Prevention and Intervention Plan;
- Instructional guides and materials;
- Research articles and materials on the prevalence and characteristics of bullying;
- Relevant and useful websites; and
- Community resources and related services.

B. Counseling and other services

The Cape Cod Collaborative has a variety of appropriate resources within the collaborative. The Cape Cod Collaborative utilizes counselors, and other related service providers (BCBAs) who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Cape Cod Collaborative utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as are translations of materials for CCC families as needed.

C. Students with disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or the student 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. All special education Administrators and faculty members receive training on this requirement.

D. Referral to outside services

The Cape Cod Collaborative has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols are annually evaluated to assess their relevance to the Plan, and revised as needed.

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

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

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in 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.
- Providing parents and guardians with information regarding the schools' bullying prevention curricula.

Initiatives will also teach students about the student-related sections of the Cape Cod Collaborative Bullying Prevention and Intervention Plan through the student handbook, school assemblies, and/or small group meetings.

B. General teaching approaches that support bullying prevention efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Cape Cod Collaborative 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 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;
- 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;
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength; and
- Communicating with parents/guardians regarding the schools' goals and expectations for students and students safety

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

A. Reporting potential bullying or retaliation

Reports of potential 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 documented in an age-appropriate manner by the Program Director or designee. A school or collaborative staff member is required to report promptly to the Program Director or designee 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 school or collaborative staff members, may be made anonymously. The Cape Cod Collaborative will make a variety of reporting resources available to the school community including an anonymous electronic option.

Use of an Incident Reporting Form is not required as a condition of making a report. The Cape Cod Collaborative will: 1) take all reported incidents either verbal or written and will record necessary information to document the information as reported, and 2) will provide information on how to report incidents both on the website and in the handbook for each school.

At the beginning of each school year, the collaborative will provide the school community, including all staff members, students, and parents/guardians, with 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 Program Director or designee, will be incorporated in student and staff handbooks, on the school or collaborative website, and in information about the Plan that is made available to parents/guardians.

1. Reporting by Faculty and Staff

A Faculty or Staff member will report immediately to the Program Director or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Program Director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or collaborative policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or collaborative expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Program Director or designee. 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 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 Program Director or designee. The Program Director or designee will document all reported incidents. Students, parents/guardians, and others may request assistance from a staff member to complete a written report.

B. Responding to a report of bullying or retaliation- Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Program Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, 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 Program Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Program Director or designee will implement appropriate strategies for protecting from bullying or retaliation 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.

2. Obligations to Notify Others

- a. Notice to parents/guardians. Upon determining that bullying or retaliation has occurred, the Program Director or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Program Director or designee contacts parents/guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another school, district, or collaborative. If the reported incident involves students from more than one school collaborative, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Program Director or designee first informed of the incident will promptly notify by telephone the Program Director or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to law enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Program Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Program Director will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with 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 Program Director or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the Program Director will, consistent with the Plan and with applicable school or collaborative policies and procedures, consult with the sending district's school resource officer, if any, and other individuals the Program Director or designee deems appropriate.

C. Investigation

The Program Director or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Program Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Program Director or designee (or whoever is conducting the investigation) will inform the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful, and that

retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The Program Director or designee, other staff members as determined by the Program Director or designee, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Program Director or designee will maintain confidentiality during the investigative process. The Program Director or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with Cape Cod Collaborative policies and procedures for investigations and for possible disciplinary action. If necessary, the Program Director or designee will, with the consent of the Executive Director, consult with legal counsel about the investigation.

D. Determinations

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

Depending upon the circumstances, the Program Director or designee may choose to consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents/guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or counseling.

The Program Director or designee will promptly notify the parents/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 notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Program Director or designee cannot report specific information to the target's parents/guardians about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The Program Director or designee shall inform the parent/guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to bullying

1. Teaching appropriate behavior through skills-building

Upon the Program Director or designee determining that bullying or retaliation has occurred, the law requires that the school or collaborative use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Program Director or designee may consider include:

- Offering individualized skill-building sessions based on the school's/collaborative's anti-bullying curriculum;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- Meeting with parents/guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking disciplinary action

If the Program Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Program Director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or collaborative's code of conduct as outlined in the student handbook and applicable state and federal law.

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

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

3. Promoting safety for the target and others

The Program Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Program Director or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Program Director or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Program Director or designee will work with appropriate school staff to implement them immediately.

F. Responding to Allegations of Bullying by School Staff

Upon receipt of a report of alleged bullying of a student by school staff, the Program Director/designee will be responsible for taking appropriate actions in accordance with this Plan

Cape Cod Collaborative ◊ *STAR Program* ◊ *Waypoint Academy* ◊ *Transportation* ◊ *Professional Development* ◊ *ASLP*

All students, regardless of race, color, sex, ancestry, gender identity and expression, religion, sexual orientation, disability, or homelessness, have equal access to the programs offered by Cape Cod Collaborative and to the full range of co-curricular/enrichment/sports programs offered by their sending district..

and other applicable collaborative policies and procedures, including providing for the safety of the alleged target where necessary. If the Program Director is the alleged aggressor, then the Executive Director/designee shall be responsible for such actions. In the event the Executive Director is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with collaborative policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with collaborative policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable, given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of, or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent/guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

IX. PROBLEM RESOLUTION SYSTEM:

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the collaborative 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 are also available at the Executive Director's office.

X. COLLABORATION WITH FAMILIES

A. Parent education and resources

The Cape Cod Collaborative will provide resources, information, and education programs to parents/guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the collaborative or school, along with online safety and

Cape Cod Collaborative ◊ STAR Program ◊ Waypoint Academy ◊ Transportation ◊ Professional Development ◊ ASLP

All students, regardless of race, color, sex, ancestry, gender identity and expression, religion, sexual orientation, disability, or homelessness, have equal access to the programs offered by Cape Cod Collaborative and to the full range of co-curricular/enrichment/sports programs offered by their sending district..

cyberbullying.

B. Notification requirements

Each year the Cape Cod Collaborative will inform parents/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 collaborative will send parents/guardians written notice each year about the student-related sections of the Plan and the school's or collaborative's Internet safety policy. All notices and information made available to parents/guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents/guardians. The collaborative will post the Plan and related information on its website.

Cape Cod Collaborative
Bullying Prevention and Intervention Incident Reporting Form
PART I - INFORMATION

I. INTAKE

1. Name of Reporter/Person Filing the Report:_____

(Note: Reports may be made 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: Alleged target of the behavior _____
Reporter (not the alleged target) _____

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

Parent: _____ Administrator _____ Other _____
(specify)_____

Your contact information/telephone number:_____

4. If student, state school: _____
Grade: _____

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

6. Information about the Incident:

Name of alleged target (of behavior): _____

Name of alleged aggressor (person who engaged in the behavior): _____

Date(s) of incident(s): _____

Time when incident(s) occurred: _____

Location of incident(s): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other

Name: _____ • Student • Staff • Other

Name: _____ • Student • Staff • Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). *Please use additional space on the back if necessary.*

FOR ADMINISTRATIVE USE ONLY

9. Signature of person filing this report: _____

Date: _____

(Note: Reports may be filed anonymously.)

10. Form given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

PART II - INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed alleged aggressor	Name: _____	Date: _____
☐ Interviewed alleged target	Name: _____	Date: _____
☐ Interviewed witnesses	Name: _____	Date: _____
	Name: _____	Date: _____

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

4. If yes, have incidents involved the alleged target or alleged target group previously? Yes _____ No _____

5. Any previous incidents with findings of BULLYING, RETALIATION Yes _____ No _____

Summary of Investigation:

PART III - CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES _____ (please check one below)

Bullying _____

Retaliation _____

NO _____ (please check one below)

Incident documented as _____

Discipline referral only _____

2. Contacts:

Alleged target's parent/guardian _____ Date: _____

Alleged aggressor's parent/guardian _____ Date: _____

collaborative Equity Coordinator (DEC) _____ Date: _____

Law enforcement _____ Date: _____

3. Action Taken:

Loss of Privileges _____ Detention _____ (dates) _____ Referral _____ Suspension _____ (dates) _____

Community Service _____ (dates) _____ Education _____ Other _____

4. Describe Safety Planning:

Follow-up with alleged target: Scheduled for _____ Initial and date when completed: _____

Follow-up with alleged aggressor: Scheduled for _____ Initial and date when completed: _____

Report forwarded to Program Director: _____ Date _____ (If Program Director was not the investigator)

Report forwarded to Executive Director: _____ Date _____

Signature and Title: _____ **Date:** _____

