



BULLYING PREVENTION AND INTERVENTION PLAN

2013-2014

I. Leadership

Atlantis Charter School (“ACS”) Shared Leadership includes staff, parents, students, community agencies, law enforcement, administration, and support staff who have played a critical role in developing and implementing the ACS Bullying Prevention and Intervention Plan to promote positive school climate through in-school, out-of-school and community-wide efforts. ACS Shared Leadership members have a primary role in teaching students to be civil to one another and promoting an understanding of and respect for diversity and difference. ACS Shared Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and to continually involve representatives from the greater school and local communities in developing and implementing the Atlantis Charter School Bullying Prevention and Intervention Plan.

Table of Contents

I. Leadership.....	2
II. Priority Statements	4
III. Definition of Bullying.....	5
IV. ACS Procedure for Reporting Suspected Bullying/Harassment or Retaliation.....	6
V. Assessing needs and resources	11
VI. Professional Development	20
VII. Access to Resources and Services	21
VIII. General teaching approaches, academic and non-academic activities that support bullying prevention efforts.	26
IX. Planning and oversight.....	27
APPENDIX A: Definitions	
APPENDIX B: ACS incident report	
APPENDIX C: Internet users policy and contract	
APPENDIX D: Sample student survey (grades 3-5)	
APPENDIX E: Example of a step by step reporting and follow up supports	
APPENDIX F: Bullying of Students with Disabilities Letter	
APPENDIX G: Suggested Readings	

II. Priority Statements

Atlantis Charter School complies with all current anti-bullying legislation (as required by M.G.L. c. 71, § 37O). The Bullying Prevention and Intervention Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

Atlantis Charter School's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying (including cyber bullying), and 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 and retaliation. The building principal is responsible for the implementation and oversight of the plan.

ACS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. ACS will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. ACS will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

ACS understands 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. ACS 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.

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

ACS is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. 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.

III. Definition of Bullying

Atlantis Charter School recognizes the following definition of bullying set forth by Chapter 92 of the Massachusetts General Laws Acts of 2010:

[T]he 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 victim that:

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

For the purposes of this section, bullying shall include "cyber-bullying." Cyber-bullying, 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:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or**
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of 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 clauses (i) to (v), inclusive, of the definition of bullying.

Please see **APPENDIX A** for a more complete and detailed list of definitions pertaining to bullying and retaliation.

IV. ACS Procedure for Reporting Suspected Bullying/Harassment 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 (Please see **APPENDIX B**). When a witness becomes aware of bullying, harassment, or retaliation, he or she is required to report immediately to the Principal or designee the details of the incident witnessed. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, which will be available in the schools' main offices and in each principal's office, the school's main telephone lines and voicemail, and Bullying Prevention and Intervention Team member emails (found on the school's web site).

The requirement to report to the Principal or designee does not limit the authority of a staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

If the Principal is not available, you may contact any member of the Bullying Prevention and Intervention Team (BPIT):

Bullying Prevention and Intervention Team Members

Principal

Dean of Students

School Adjustment Counselor(s)

School Nurses

Director of Student Services

FLC Director

Trained staff as appointed by Principal

BPIT members will meet to determine the appropriate action. A full investigation report will be documented through interviews with all students involved including the suspected target and/or aggressor. Not all team members need to be present before a decision is reached. Witnesses will be notified of the disposition of the case by the end of the school day or as soon as possible.

Confidentiality is an absolute priority. ACS requires that all parties involved in an investigation remember the following important points:

- This information is highly confidential.
- No discussion about the child should take place with anyone else other than the BPIT Members and in a secure location.

Please refer to **APPENDIX B** to view the ACS incident report and follow up procedure. (The incident report will be available on the ACS website, in the main offices, and in the school adjustment counselor offices.)

**A. Responding to a report of bullying or retaliation:
Procedure for Atlantis Charter School staff members once a report is made:**

1.) Responding to the report

Before fully investigating an allegation of bullying or retaliation, the Principal 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 are not 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 Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

2.) Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of both the target and the aggressor, and will review the procedures for responding to the incident (within 24 hours, but typically before the end of the day that a determination has been made). There may be circumstances in which the Principal or designee contact parents or guardians prior to an investigation. Notice will be consistent with state regulation 603 CMR 49.00.
- b. Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, including 603 CMR 49.00.

3.) Investigation

The Principal or designee will investigate promptly 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 Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee will remind the alleged aggressor, target, and witness(es) that retaliation is strictly prohibited and will result in disciplinary action.

- 4.) If there is clear and sufficient evidence of physical assault, the school will address the student committing the violation in accordance with its practice regarding physical altercations, including, but not limited to, suspending the student. Once a final determination is made regarding a physical assault, a student may serve additional suspension based on the outcome of the Determination Hearing.

- 5.) Parents/guardians are assured that staff will proceed with a fair and equitable process. In order to accomplish this, students will have an opportunity to have their statements and/or complaints heard by a BPIT member who has been trained in this process.
- 6.) A BPIT member is assigned by the Principal to interview the students involved. (Please see List of BPIT members)
 - a. The BPIT member is a designated and trained administrative and/or staff member appointed by the Principal. Whenever possible or appropriate, same sex officers are assigned as needed.
 - b. The BPIT member interviews individuals involved in an effort to document statements, gather information, and report findings to the Principal. Students meet individually with the BPIT members.
 - c. The BPIT reviews the documents from the BPIT members investigating the report and submits their recommendation to the Principal based on the Atlantis Charter School Discipline Code.

B. Determinations

Upon receiving the BPIT findings and recommendations, the Principal or his/her designee will meet with parents or guardians of students involved to review the findings and recommendations. Each student's confidentiality will be of paramount concern. Documentation is maintained in the student's discipline file and monitored.

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee 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 Principal or designee 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 Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or 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.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about any actions being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian 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.

1.) Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal 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 this plan and with the ACS code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which will be read in cooperation with state laws regarding student discipline. Please see APPENDIX F: Bullying of a student with Disabilities Letter: Dear Colleague

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

A range of possible disciplinary actions may be taken against an aggressor for bullying or retaliation OR someone who knowingly makes a false accusation of bullying or retaliation, including, but not limited to:

- An in-school or out-of-school suspension
- An apology of action
- Community work related to the action
- Research paper related to the action to be presented on the topic to increase awareness
- Detention
- Suspension
- “Circle of Power and Respect,” including goal setting
- Social contract
- Peer Jury
- Mediation
- Referral to local law enforcement
- Behavior management plan and monitoring

2.) Promoting Safety for the Target and Others

The Principal 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 Principal 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 Principal or designee 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 Principal or designee will work with appropriate school staff to implement them immediately.

3.) Reporting by Students, Parents or Guardians, and Others

ACS 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 Principal 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, parents or guardians, 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 Principal or designee.

4.) Notice to Law Enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal 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, the Principal 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 aggressor.

In making this determination, the Principal will, consistent with this plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.

5.) Notice to Parents or Guardians

At the beginning of each school year, ACS will provide the school community, including administrators, staff, students, and parents or guardians, 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 Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about this plan that is made available to parents or guardians.

6.) Legal Counsel

If necessary, the Principal or designee will consult with legal counsel about an investigation.

V. Assessing needs and resources

In an effort to insure all of the Atlantis Charter School teachers, staff, parents/guardians and students have an opportunity to address school climate and school safety issues, a comprehensive survey was distributed to all three stakeholders in November 2010. Parents/Guardians were mailed a letter describing the initiative, purpose and importance of the survey and directed to the ACS website to take the survey. Multi-lingual letters were also mailed to parents who requested a translated version. Parents were also offered a paper copy if requested that was mailed with a self addressed stamped return envelope. Samples of the Surveys for each ACS constituency can be found in **APPENDIX D**.

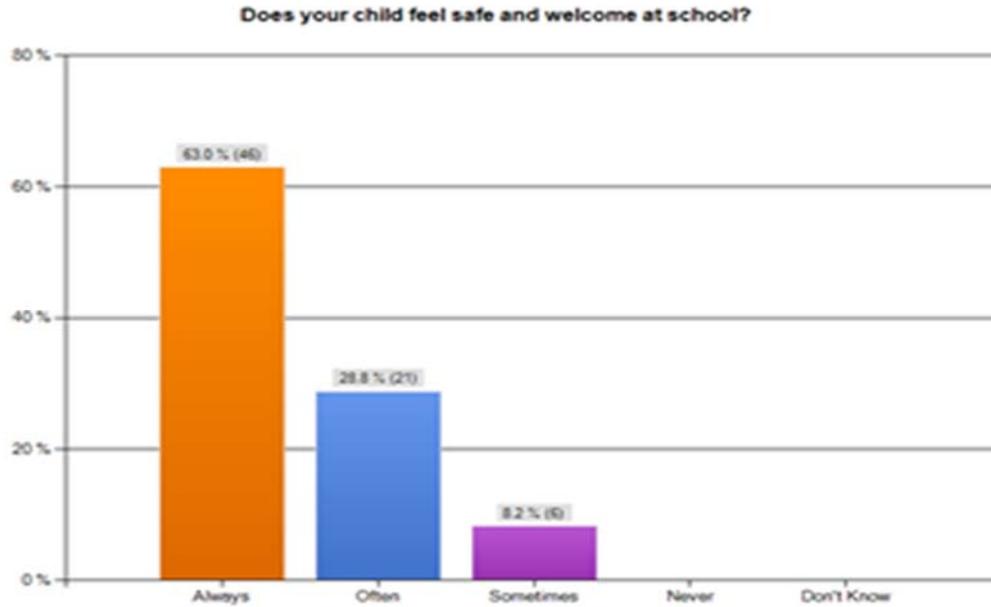
ACS students completed surveys that were age appropriate for students in grades K-2, 3-5, and 6-8. ACS staff members also completed surveys.

Each survey's questions focused on the following critical areas:

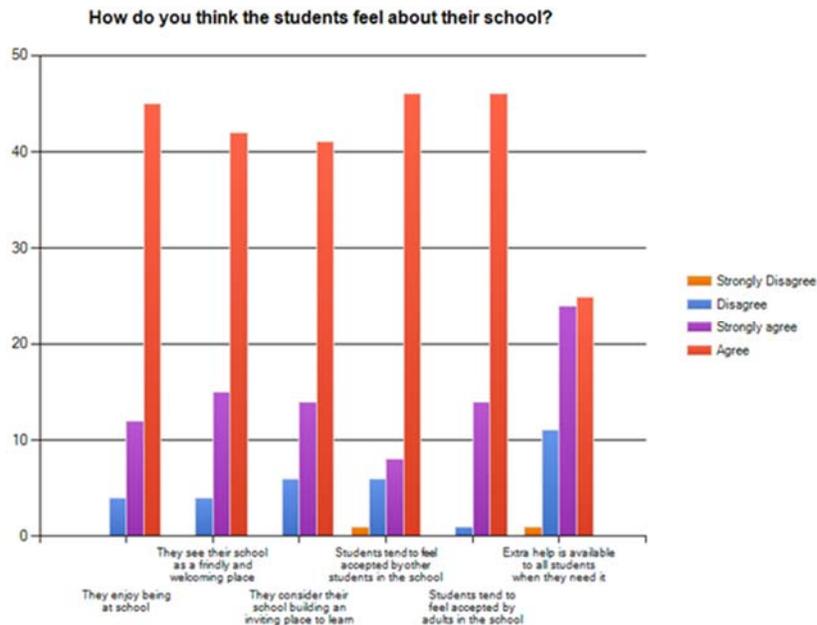
- General feelings of safety and comfort within the school environment;
- identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses where bullying does or might occur;
- patterns of behaviors and areas of concern regarding bullying, and on the prevalence and characteristics of bullying;
- prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

A. School Climate

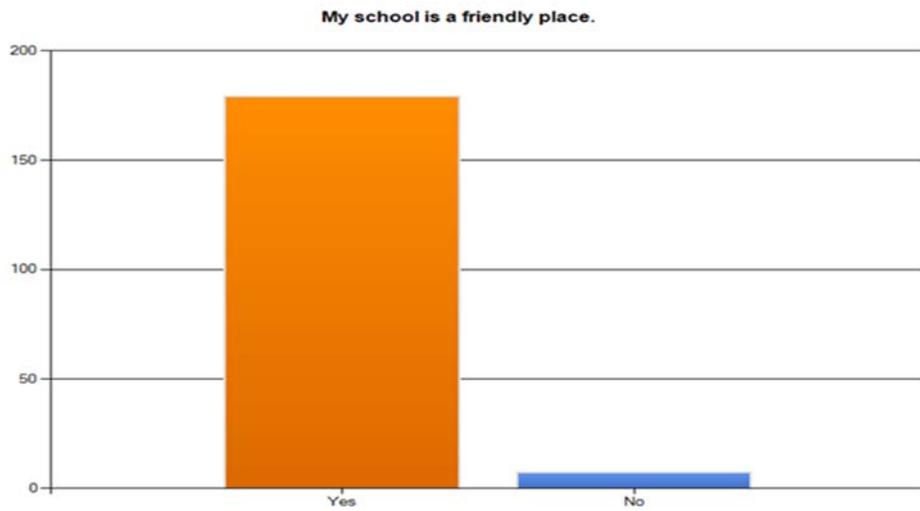
Results of ACS parent surveys reveal that most of those surveyed agree that their children feel safe and welcome at school.



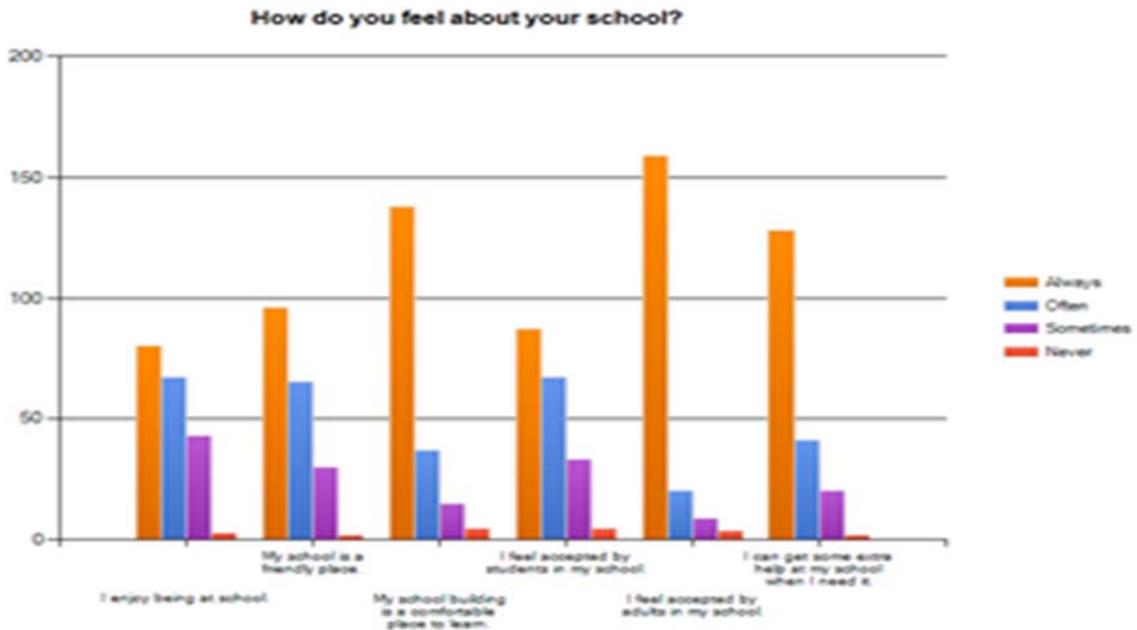
Staff results reveal that most ACS teachers and staff surveyed agree that students feel safe at school.



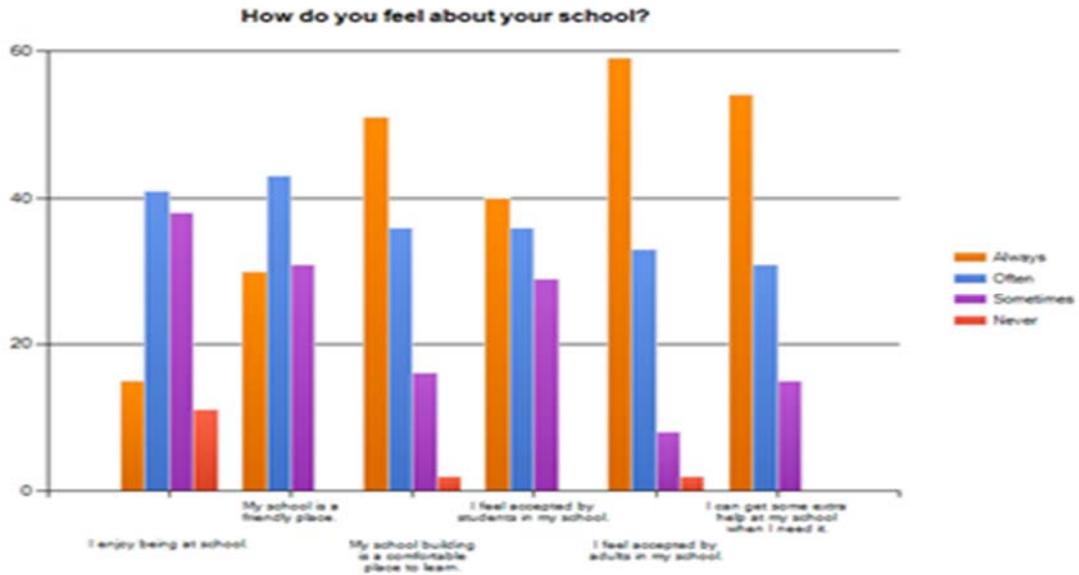
Results for students in K-2 reveal that more than 96% of students surveyed agree that school is a friendly place:



Results for students in grades 3-5 reveal that the school is a comfortable place to learn.

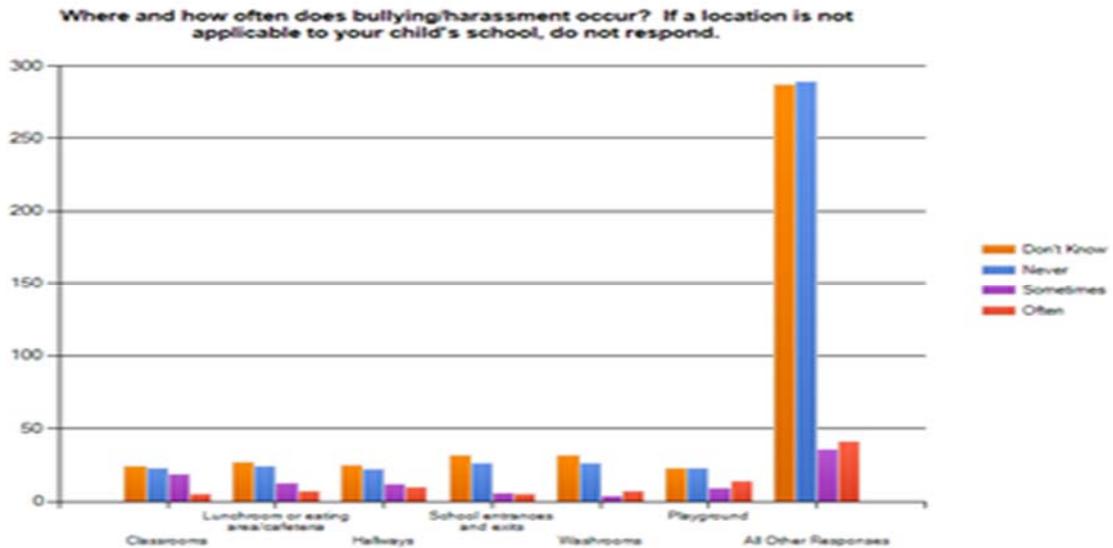


Results for students in grades 6-8 reveal that most feel that the school is a comfortable place to learn.

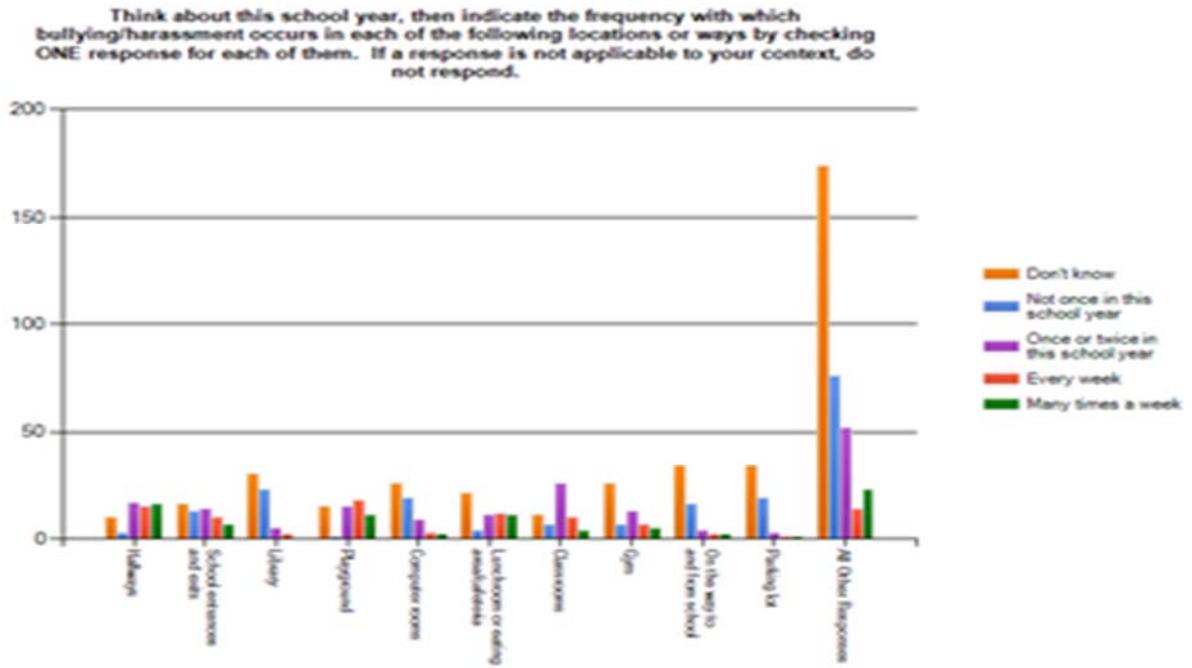


Identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses:

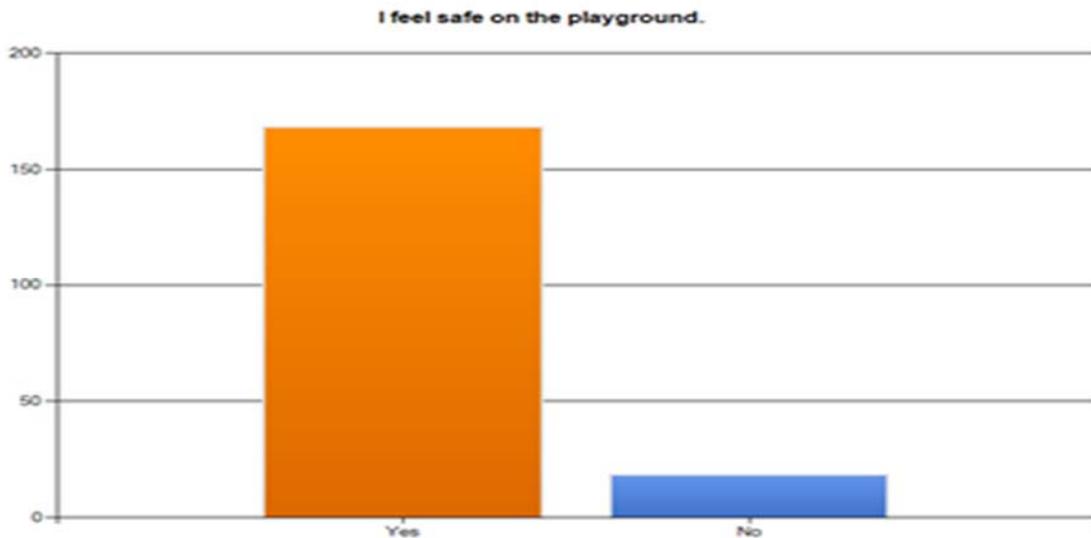
Results of parent surveys reveal concerns about “hot spots” on school grounds. Results reveal that the highest response was “Playground” (20%), “Hallways”(14%), and “Washroom and Gym” (both at 10%).



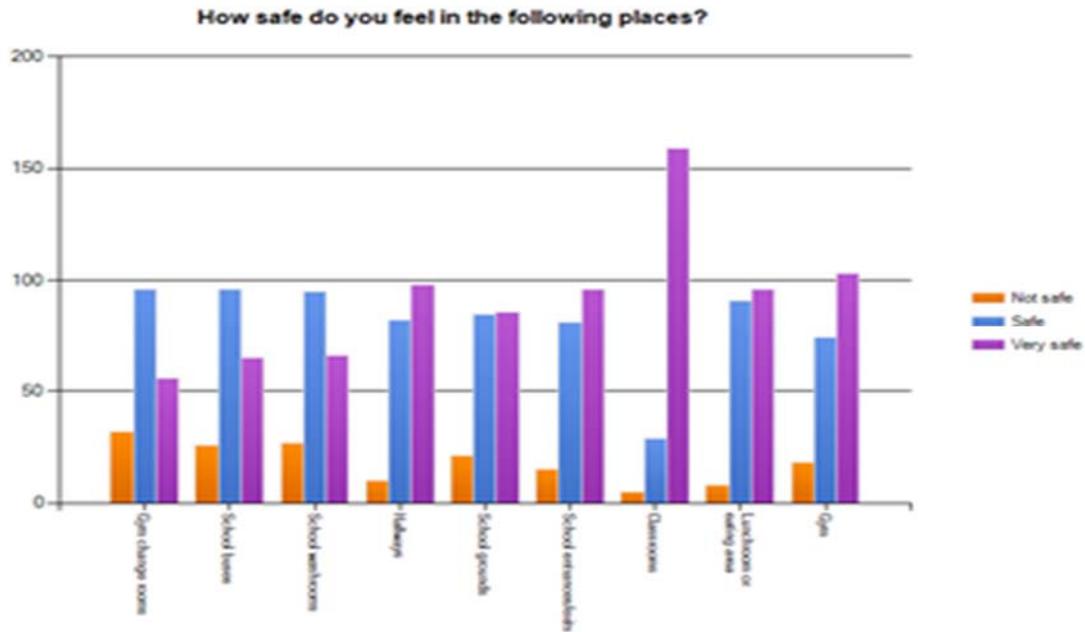
Staff results reveal concerns about “hot spots” with bullying occurring every week on the “playground” (30%), “hallways” (24%), and “lunchrooms” (20%).



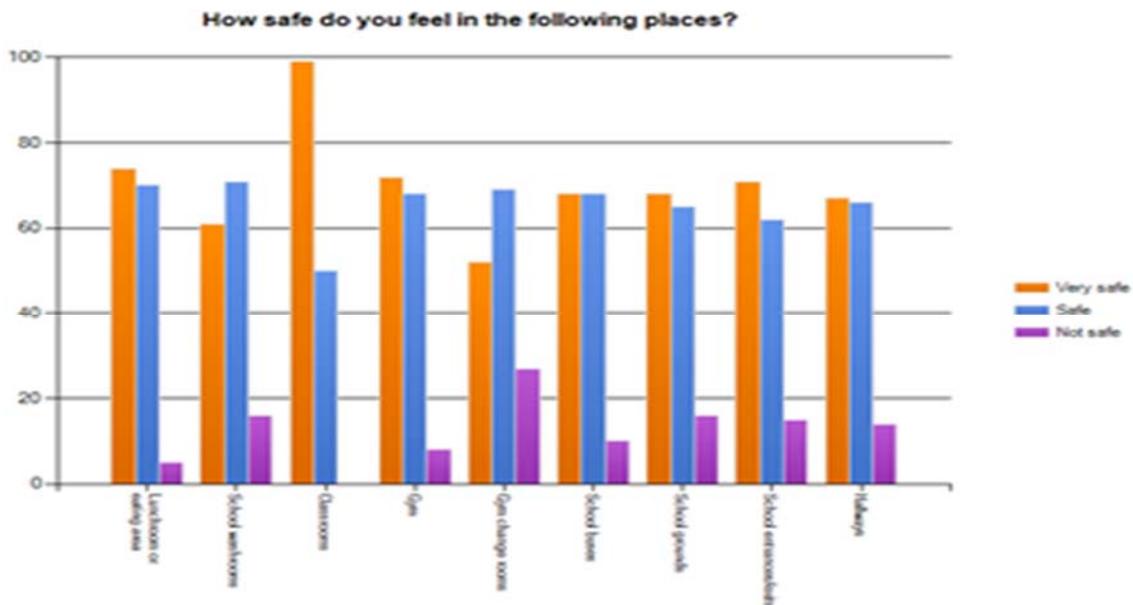
Results from K-2 students (adjusted for age appropriateness) reveal that most students feel safe on the playground.



Results for students in grades 3-5 reveal that the “hot spots” are in “gym changing rooms” (17%), “washrooms” (14.4%), and “school bus” (13.9%).

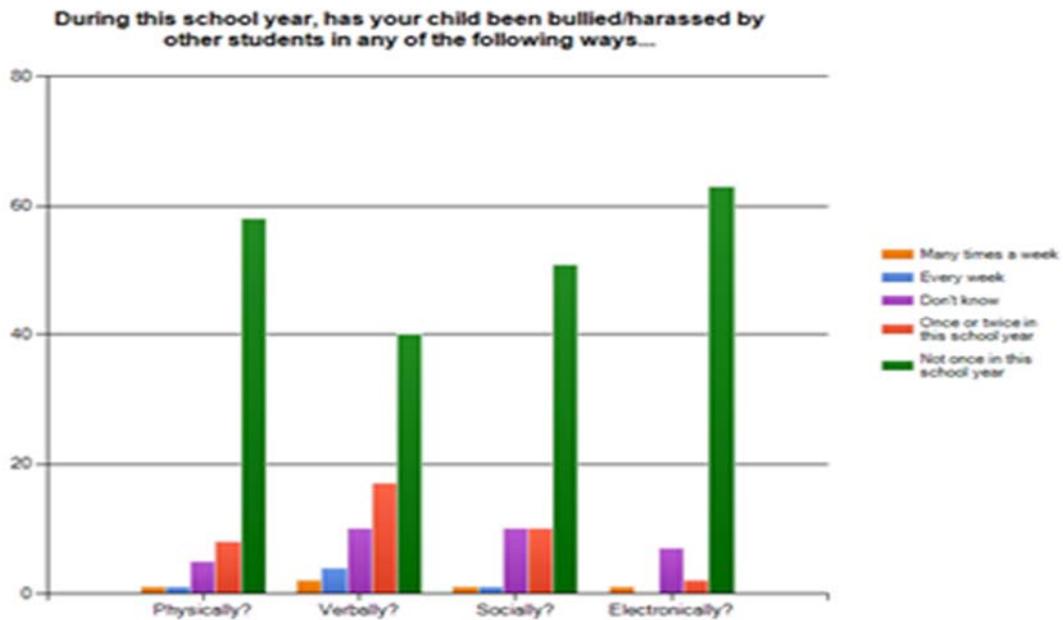


Results for students in grades 6-8 reveal that the “hot spots” are in “gym changing rooms” (18%), “washrooms” (10.8%), and “school grounds” (10.7%).

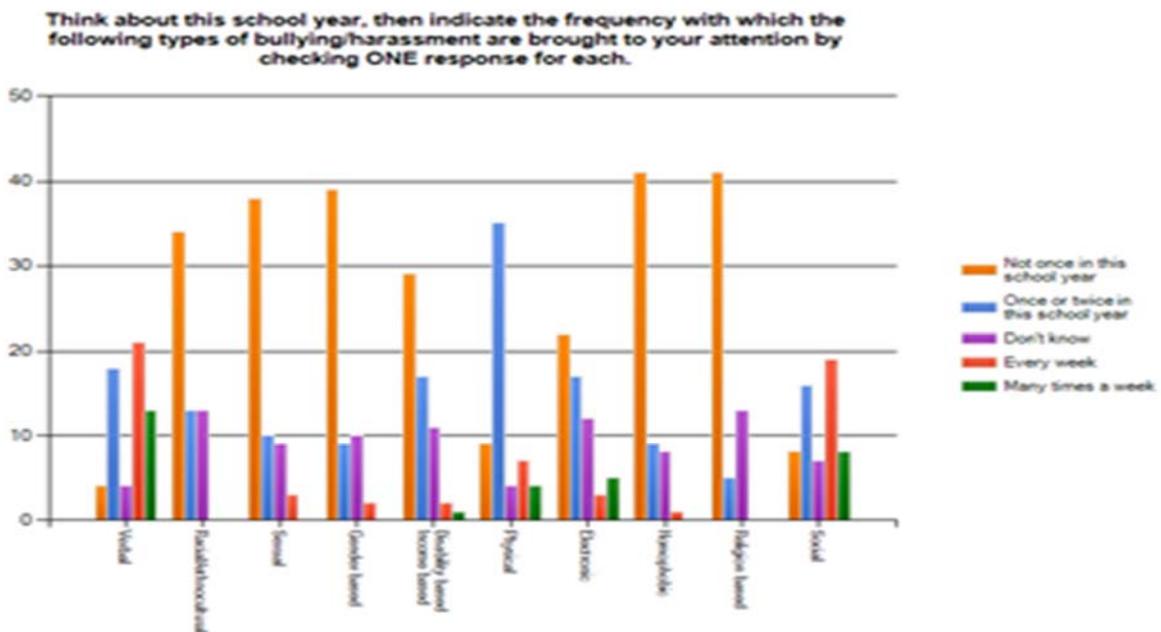


Characteristics of Bullying

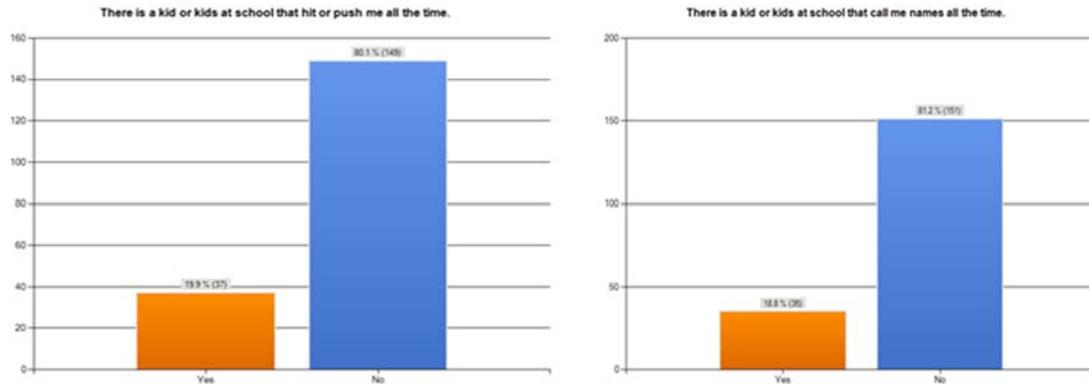
Parents' results reveal further concerns about "verbal" (5.5%), "physical" (1.4%), and "social" (1.4%) occurrences every week.



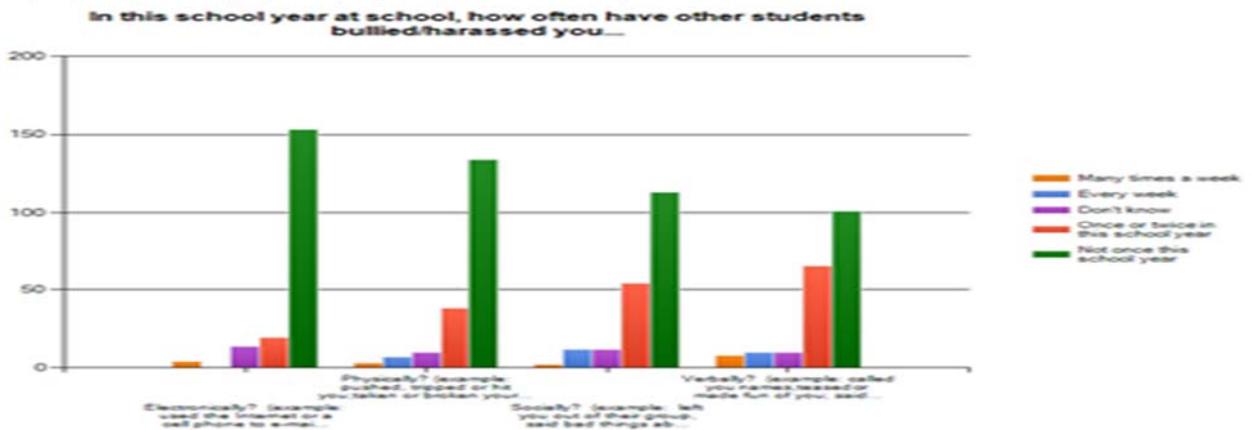
Staff results reveal concerns about "verbal" (35%), "social" (33%), and "physical" (12%) occurrences every week.



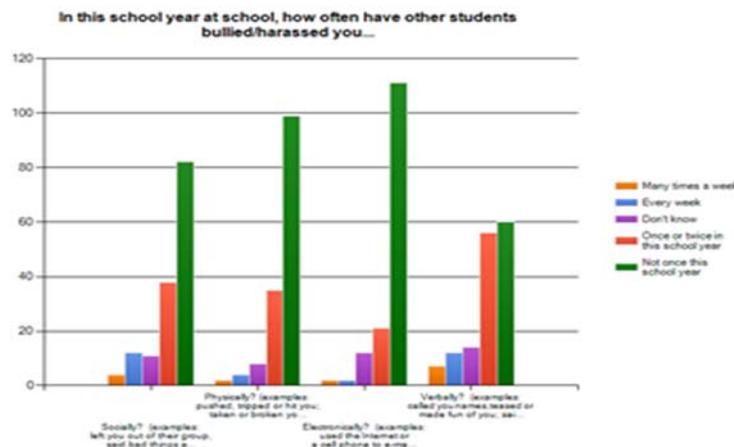
Results for students in grades K-2 reveal that 80% are not concerned about being hit or pushed however; 20% do report being hit or pushed by other kids. And 81% of students do not report being called names by other, while 19% do.



Results for students in grades 3-5 reveal they have been bullied or harassed “socially” (6.2%), “verbally” (5.2%), and “physically” (3.6%) at least once per week.



Results for students in grades 6-8 reveal they have been bullied or harassed “socially” (8.2%), “verbally” (8.1%), and “physically” (2.7%) at least once per week.



Analysis of this data has informed decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The ACS Bullying Prevention and Intervention Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, assess:

- adequacy of current programs;
- adequacy of current policies and procedures;
- available data on bullying and other behavioral incidents;
- available resources including curricula, training programs, and behavioral health services.

This “mapping” process has assisted ACS in identifying resource gaps and the most significant areas of need. Based on these findings, ACS has revised and developed policies and procedures and established partnerships with community agencies, including law enforcement and other service providers.

The Oversight Committee will use this data to address concerns and identify strengths and weaknesses so that continual improvements will be made to the Bullying Prevention and Intervention Plan on an ongoing basis.

VI. Professional Development

As required by M.G.L. c. 71, § 37O, the content of Atlantis Charter School's professional development will be informed by research and will include the following:

In August, before each school year begins, Atlantis Charter School conducts annual training for all school staff (teachers, paraprofessionals, support staff, custodians, administrative staff, school nurses, counselors, athletic coaches, etc.). Each year, this will include training on the Bullying Prevention and Intervention Plan that consists of:

- A review of staff responsibilities;
- a step by step overview of the process that the Principal and the BPIT will follow upon receipt of a report of bullying or retaliation;
- an overview of the bullying prevention curricula to be offered at all grades throughout the district.
- A hardcopy of the full Bullying Prevention and Intervention Plan

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.

Ongoing district-wide professional development includes:

1. Responsive Classroom (K-4) and Developmental Design (5-8). Developmentally (or age-) appropriate strategies to prevent bullying by focusing on fostering an understanding of and respect for diversity and difference; building relationships and managing classroom behaviors.
2. Positive Behavioral Intervention Strategy. Positive behavioral intervention strategies; applying constructive disciplinary practices; engaging students in school or classroom planning and decision-making and communicating with families constructively;
3. Parent/Guardian, Student, and Teacher School Climate Surveys. Opportunities for staff to review annual 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;
4. Ongoing staff needs assessment. The school will conduct ongoing needs assessments to gauge teacher and support staff professional development needs around preventing and responding to bullying.

VII. Access to Resources and Services

Although Atlantis Charter School is committed to bullying prevention, early intervention and building capacity to utilize the available supports such as those cited above, assertive steps are taken to understand the dynamics of bullying and provide approaches to address the needs of targets and aggressors.

Counseling and/or appropriate referral to services for aggressors, targets, and family members of those students assists in ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

A. Identifying resources:

1. Counseling and other services

Atlantis Charter School hired a third fulltime school adjustment counselor to insure counseling support can focus on prevention and early intervention, including intensive services for families.

When a report of bullying is made, a referral to counseling support services is initiated from the Principal, designee, or Dean of Students for the school adjustment counselors to carry out.

Resources include appropriate referrals to

- a. Clinicians, psychologists, therapists, or counselors in the area
- b. Community Service Agencies (CSAs) for Medicaid eligible students provides assistance with medical support; referral to pediatricians' offices or specialists in the area;
- c. In school counseling support (group or individual counseling on social skills to prevent or address bullying for both the target and aggressor);
- d. Family therapy;
- e. Psychological, emotional assessments and/or testing;
- f. Court interventions for truancy or parent support;
- g. Parent Partner Program –teachers work in the home with parents to provide behavioral and academic support;
- h. Peer Mentor Program – offers target and/or aggressor support with a peer mentor who is trained in the Bullying Prevention and Intervention Plan;
- i. Adult Mentor – offers target and/or aggressor support by providing weekly meetings with adult mentors to work on building strengths and positive relationships;
- j. Behavior Management Plans – development of plans to establish behavioral goals and a system of monitoring;
- k. In School Monitoring support – designs and develops a system of monitoring students through daily/weekly check-ins, support groups, behavior or safety plans.
- l. Anti-Bullying Student Contract

m. Other resources: *Bullying At School and Online* presented by education.com;

2. 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.

During the IEP Team meeting if a student is identified as being on the Autism spectrum or has reported being a target or aggressor, the team is notified by the school adjustment counselor.

The team may choose to utilize the following resources in addition to those listed above:

- a. Mentor for Community Outreach Program - Students with transition goals can be referred to this program, which provides them with a mentor (teacher) who will work with the student towards their transition goals. Referrals to community based programs such as hospitals, tutoring experiences, animal shelters etc. engage the students in experiences designed to help them explore meaningful community services and positive self worth.
- b. Social Skills Groups – Students are included in groups that teach social skills to students with pragmatic social language deficits, difficulty reading social cues or body language, or other social deficits that may cause them to become a target for bullying and harassment.
- c. Safety Plans – the IEP team will develop a safety plan for the student that will include both in and out of school plans to insure the student's safety beyond the school day.
- d. Individually Focused Curricula – based on the students' disability the IEP team will insure that any of the Second Step curricula or Responsive Classroom or Development Design is meeting the student's individual level of needs.

B. Curricular and Instructional Resources

Atlantis Charter School provides age-appropriate instruction on bullying informed by the following programs and initiatives.

- a. Positive Behavioral and Intervention Supports (PBIS) - The main focus is to provide a clear system of behavioral supports at ACS. This system includes a broad range of systemic and individualized strategies for important schoolwide academic and behavioral outcomes to maintain a positive and safe environment for ALL ACS community members.
- b. Mentor Program- The Atlantis Charter School Mentoring program's major goal is to pinpoint high-risk students and make them feel important by providing a safe harbor. The program is designed to increase the academic performance of marginal learners through affective means. The mentor will use encouragement to assist in building self-esteem and to help the marginal student set attainable short/long term goals. The mentor will monitor the mentee's progress and provide continued support and motivation. The end result is that the student will see the connection between

their effort and outcome and will take responsibility for successful completion of school.

- c. The Second Step Program focuses on strategies such as using scripts and role plays to develop skills, empowering students to take action by knowing what to do when they witness other students engaged—or are engaged themselves—in acts of bullying or retaliation. This program helps students understand the dynamics of bullying and cyber bullying, emphasizing cybersafety, including safe and appropriate use of electronic communication technologies.
- d. Student School Safety Climate Survey : Atlantis Charter School will share the results of the Student School Safety Climate Survey and the ACS Bullying Prevention and Intervention Plan through in-class and district-wide presentations on an ongoing basis throughout the school year.
- e. Responsive Classroom and Developmental Design: ACS has adopted these related approaches in the elementary and middle schools, respectively. Responsive Classrooms (K-4) and Developmental Design (5-8) are approaches to teaching “that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning.” Both approaches are based on the premise that children learn best when they have both academic and social-emotional skills.
- f. Cyber-bullying and prevention program. This program, offered by the Bristol County Sheriff’s office by Linda Pacheco, provides instruction to students on complex interaction and power differential that can take place between and among aggressors, targets, and witnesses both in traditional settings and on the Internet.
- g. Regular workshops and presentations
 - i. **ADOPT –A-COP** : Sponsored by the Fall River Police Department
Adopt-a-Cop is a program sponsored by the Fall River Police Department
A volunteer officer comes to the grade/classes selected (5th Grade all classes)
Once a month to speak to students about different topics. The Officer for 2009-2010 who has been adopted by the 5th Grade is Lt. Michael Pleiss who is currently assigned to the Uniform Division as a Watch Commander.
This is the fourth year at ACS for Lt. Pleiss.
 - ii. **S.P.E.A.K.** (Safety, Protection, Education and Assertiveness for Kids)
May Institute
Presentations by: Charlene Swainemer Program Coordinator
Presented to: Grade 1 and Grade 4 all classes done individually
Presentation topic: Teaching children strategies to prevent and stop child abuse. 2010-2011
Presentation dates: Grade 1 September 16th and Wednesday September 23rd
Presentation dates: Grade 4 October 7th, October 21st and October 28th
 - iii. **CHOICES PROGRAM:**
Sponsored by The Bristol County Sheriff’s Department
Presentation by: Minimum security Inmates at the Bristol County House of Correction

Presentation topic: Teaching students about the importance of education in helping young people make good healthy choices.

Presentation to: 7th Grade Classes individually in classroom setting.

Presentation date: October 27th, Periods 5, 6, and 7

iv. **G.R.E.A.T. PROGRAM (Gang Resistance Education and Awareness Training)**

Sponsored by the Fall River Police Department

Presentations' by: Officer Brett Kimball

Presentation topics': Program is a violence prevention curriculum that teaches students important skills to help them avoid gangs, violence, drug abuse, and crime. The purpose of G.R.E.A.T. is to help students develop beliefs and practice behaviors that will help them avoid destructive habits.

Presentations to: All 6th Grade Classes individually in their classrooms.

v. **BULLYING PREVENTION PROGRAM GRADE 3**

Presented by: Mrs. Linda Pacheco Director of Public safety Education
Bristol county Sherriff's Office

Presented to: All Grade 3 students

Presentation topic: Teach children to express their feelings and talking honestly about school violence and taking actions towards school safety.

vi. **FALL RIVER POLICE DEPARTMENT**

Presented by: Lt. Michael Pleiss Fall River Police Department

Presented to: Each 8th Grade Class in classroom setting

Presentation Topic: Police as Professionals and their role in the Criminal Justice System as well as the Bill of Rights and the Constitution.

vii. **BRISTOL COUNTY DISTRICT ATTORNEYS OFFICE**

Presented by: Superior Court Prosecutor Leslie Lahey and defense Attorney Dana Sargent

Presented to: Each 8th Grade Class in classroom setting

Presentation topic: Role of the defense and prosecution in the Criminal Justice Process and their use of the Bill of Rights and the Constitution

viii. **BRISTOL COUNTY JUVENILE COURT**

Presented by: Cheryl Blackburn 1st Asst. Clerk Magistrate

Presentation to: All Grade 8 classes

Presentation topic: The role of the juvenile court, courtroom procedures, rights of the accused at trial , and the role of jurors

ix. **MASSACHUSETTS DEPARTMENT OF CORRECTIONS**

Presentation by: Director of Security Brad Cowen and Lt. David Brouillete

Presentation to: All Grade 8 classes

Presentation topic: Punishment and Constitutional Rights, Cruel and Unusual Treatment, Daily life of prisoners.

x. **ROARY PROGRAM** Massachusetts Department of Corrections

Presentation by: Director of Security Brad Cowen and Lieutenant David Brouliette

Presentation to: All 2nd grade classes

Presentation Topic: Program teaches children the knowledge to identify the difference between a good secret and a bad secret and a good touch and a bad touch as well as how to identify a stranger.

xi. PROJECT YOUTH, INC

Gator Collet of Project Youth Inc. will be giving a presentation to all 7th and 8th Grade students on Thursday November 4th,2010. This will be the fourth time in the last seven years that Mr. Collet has visited ACS and spoken to our students . Mr. Collet's motivation presentations will focus on the prevention and elimination of school and youth related violence, as well as his personal story .His presentation is videotaped and shared with new incoming students and staff or as a reminder to aggressors of the ultimate consequence can be.

The Atlantis Charter School strongly believes in the educational value of Internet resources. Our goal in providing this access is to support administration, enhance instruction and promote student learning. ACS has an Internet Acceptable Use Policy for Students, Faculty & Staff users (Please see **APPENDIX C**).

VIII. General teaching approaches, academic and non-academic activities 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;
- providing diversity training to all students through multiple instructional resources;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

IX. Planning and oversight

ACS has created an In School Community Task Force including teachers, parents or guardians, students, law enforcement, administrators to meet monthly to

- review reports on bullying;
- collect and analyze building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- utilize a data sheet to record and track incident reports
- access information related to targets and aggressors;
- planning for the ongoing professional development that is required by the law;
- plan supports that respond to the needs of targets and aggressors on an ongoing basis ;
- review curricula that the school or district will use;
- develop new or revise current policies and protocols under the Plan, including an Internet safety policy,
- designate key staff to be in charge of implementation of them;
- amend student and staff handbooks and codes of conduct;
- leading the parent or family engagement efforts and drafting parent information materials; and 1
- review and update the Plan each year, or more frequently.

Atlantis Charter School's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying (including cyber bullying), and affords all students the same protection regardless of their status under the law, and will continue 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, and retaliation.

APPENDIX A: 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
- vi. perpetrator" to include "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 or paraprofessional."(Amendment: In August 2013, DESE provided information on recent changes to the Massachusetts anti-bullying law (M.G.L. chapter 71, section 37O)

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.

APPENDIX B: ACS INCIDENT REPORT
(See following page)



BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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: Target of the behavior Reporter (not the 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 your school: _____ Grade: _____

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

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

APPENDIX C: INTERNET USERS POLICY AND CONTRACT

ATLANTIS CHARTER SCHOOL

ACCEPTABLE USE POLICY FOR STUDENT, FACULTY & STAFF USERS

Please read and review the following Acceptable Use Policy (AUP). When signed, **it becomes a legally binding contract**. We must have your signature before we can provide you and/or your child with independent network access. Network access will be granted for one academic year.

Introduction

The ATLANTIS CHARTER SCHOOL (ACS) strongly believes in the educational value of Internet resources. Our goal in providing this access is to support administration, enhance instruction and promote student learning.

Atlantis Charter School will provide access to various computerized information resources through the ACS District's computer network system consisting of software, hardware, networks, internet, other "on-line" services and electronic mail systems. It may include the opportunity to have independent access to the ACS network and/or electronic mail from their home and other remote locations.

User Responsibility

I understand and take complete responsibility for using the ACS computer network correctly in accordance with the ACS Acceptable Use Policy (AUP). General school rules and staff policies for behavior and communications apply. I will report to a network administrator activities on the computer network that I know are wrong or that make me feel uncomfortable.

Unacceptable Use

Network and Internet access is a privilege and requires a high level of personal responsibility and may be denied and/or revoked or be the subject of student discipline or employee reprimand/termination if abused. Inappropriate use shall include but not be limited to:

I will not:

- Use the ACS network illegally in ways that violate federal, state, or local laws or statutes.
- Share private information about self, other students, staff or school.
- Access, send or display offensive messages or pictures.
- Use obscene or inappropriate language.
- Harass, insult or attack others (Cyber Bullying).
- Damage or do anything that might damage computers, computer systems, computer networks, or data (for example, loading a file that may introduce a virus).
- Load or download any software on any district or ACS network computers.
- Post or distribute copyrighted material by violating copyright laws.
- Redistribute material gathered from the network without permission of the author.

- Use others' passwords or share my password or any other password.
- Attempt unauthorized access to computer systems, networks, or data.
- Buy, sell or advertise anything on the school network.
- Attempt to read, delete, copy or modify files of other system users.
- Circumvent security measures (hacking).
- Use chat rooms or instant messenger programs for non-academic use.
- Stream audio and/or video content without explicit instruction from a teacher.

I am aware that some inappropriate uses of the network can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.

Safety

To protect myself and others I will follow the following safety rules:

- I will never give out my or anyone else's password, last name, address, telephone number, password, or school name to any online source.
- I will not respond to any messages that make me feel uncomfortable. I will show such messages to a teacher, librarian or network administrator.
- I will not meet people in person that I have met on-line without district/parent permission.

Network Etiquette and Privacy

I understand that information accessed or stored on the network is NOT private. Network administrators or his/her designee has the right to access information stored in any user directory, hard drive, disk/flash memory, or electronic mail. Network management and monitoring software will be used for random access to individual accounts to review educational progress and for security purposes. Each computer keeps a history of programs and sites visited if that information is requested.

Privileges

The use of the network is a privilege, not a right. If I do not use it correctly, I will lose my access to the network. A teacher, librarian, technology support staff member, or administrator may request that my network access be revoked, suspended or denied at any time. Violations of the AUP, any district policies or procedures, or any federal or state law may result in disciplinary action up to and including expulsion/termination.

Services

The ATLANTIS CHARTER SCHOOL will not be responsible for any information that may be lost, damaged or unavailable due to technical, or other, difficulties. The district does not warrant that the functions and services performed by or the information or software contained in the educational technology resources will meet the system user's requirements or that the system will be uninterrupted or error-free, or that defects will be corrected. The district's system is provided on an "as is, as available" basis. ATLANTIS CHARTER SCHOOL assumes no responsibility for the accuracy of information obtained through the network.

Access to computers and sources throughout the world may provide potential exposure to material that is illegal, defamatory, inaccurate or offensive to some people. ATLANTIS CHARTER SCHOOL has taken steps to instruct faculty, staff and students on acceptable network use and proper network etiquette, to

restrict access to inappropriate resources and information on the network, and to monitor faculty, staff and student use of the network. However, on a global network it is impossible to completely control and monitor access to data. The primary responsibility for access will rest with the end user. We believe that the benefits from access to the Internet exceed the disadvantages. (Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using networked information sources.)

ATLANTIS CHARTER SCHOOL

ACCEPTABLE USE POLICY FOR STUDENT, FACULTY & STAFF USERS

Student User:

I have received and read the Acceptable Use Policy and contract, I understand my responsibilities while using the computer network, and will follow all rules in the Acceptable Use Policy, as well as school rules that may apply.

Student Name (please print)
Teacher/Homeroom

Signature

Date

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract in order to have independent access to network resources such as the Internet.

Parent or Guardian:

As the parent or guardian of the minor student signing above, I have received and read the attached contract and grant permission for my child to access networked computer services including the Internet. I understand that some materials on the Internet may be considered objectionable, but I accept responsibility for guidance regarding Internet use - setting and conveying standards for my child to follow when selecting, sharing or exploring information and media. I accept full responsibility for supervision if and when my child's technology use is not in a school setting. I hereby give my permission to allow independent network access for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print)

Signature

Date

Faculty & Staff User:

I have received and read the Acceptable Use Policy and contract, I understand my responsibilities while using the computer network, and will follow all rules in the Acceptable Use Policy, as well as school rules that may apply.

Faculty/ Staff Name (please print)

Signature

Date

APPENDIX D: Sample student survey (grades 3-5)
(See following page)

SCHOOL

Climate Survey

A Survey for Students in Grades 3 to 5 About:

- **Equity and Inclusive Education**
- **Bullying/Harassment**

Name of school: ATLANTIS CHARTER SCHOOL

School Address: Lower School-2501 South Main St., Fall River, MA 02724—

Upper School-37 Park St., Fall River, MA 02721

Date: _____

Sample survey for use by schools or boards

SCHOOL

Climate Survey

A Survey for Students in Grades 3 to 5 About:

- **Equity and Inclusive Education**
- **Bullying/Harassment**

Welcome.

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about equity and inclusive education, and about bullying and harassment, at your school. This information will be used by your principal and teachers to help make your school a safe place in which everyone is respected and feels that they belong.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Please do not put your name on this survey. Your answers are confidential. We are interested in what you and other students have to say.

We do not want you to put your name on this survey, but we do want to know something about the students who complete this survey. So, please answer the following questions:

1. **What grade are you in?** Check one: 3 4 5
2. **Are you a boy or girl?** Check one: Boy Girl
3. **What is your first language (the first one you learned to speak)?** _____

About the Survey

This survey has two sections. The first section deals with **equity and inclusive education (how you feel about your school)**, and the second is about **bullying/harassment**.

Equity and inclusive education are very important for all schools. An inclusive school is one in which:

- *all* students, parents, school staff, and other members of the school community are welcomed and respected;
- *every* student is supported and inspired to learn.

In a school where equity and inclusive education are important, all members of the school feel safe, comfortable, and accepted. Staff and students value the differences among people and demonstrate respect for others. An equitable, inclusive education system helps all students to learn and to fulfil their potential.

When students behave in a way that is not respectful towards other students – in a way that is meant to hurt them or put them down – they are often reacting to differences that they do not understand. This way of behaving includes bullying and harassment. These students do not realize that diversity – what makes people different from one another – is one of the best things about their school. When people respect and accept one another and their many differences, there can be no bullying or harassment.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable at school events and on school teams or clubs, and whether you are learning about the experiences of various groups of people. In the second section, you will read about different types of bullying/harassment, and answer questions about bullying and harassment that may have happened in your school.

Remember: Your answers to this survey will help make schools safer and better for all students.

4. How do you feel about your school?	Always	Often	Sometimes	Never
a) I enjoy being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My school is a friendly place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My school building is a comfortable place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel accepted by students in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel accepted by adults in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I can get some extra help at my school when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you ever feel unwelcome or uncomfortable at your school because of any of the following?
(Please check the items that apply to you.)

- Being a boy or a girl
 - My race, culture, or skin color
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because [*if you are a boy*] they aren't what people think boys are supposed to like or [*if you are a girl*] they aren't what people think girls are supposed to like
 - Other reason(s) _____
-

6. Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?

- Yes No (If you answered no, skip to question 8).

If you do not feel that they are welcome or that you belong, do you think it is because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
 - My race, culture, or skin color
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because [*if you are a boy*] they aren't what people think boys are supposed to like or [*if you are a girl*] they aren't what people think girls are supposed to like
 - Other reason(s) _____
-

7. In your school, how often have you learned about the experiences and/or achievements of:	Often	Sometimes	Never
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) people of many races, cultures, and skin colors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) many religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) different kinds of families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) people with different income levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In your school, members of diverse communities appear in:	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>				
b) displays of student work	<input type="checkbox"/>				
c) materials used in class (e.g., <i>books, videos</i>)	<input type="checkbox"/>				
d) discussions and presentations about topics studied in class	<input type="checkbox"/>				
e) school publications (e.g., <i>yearbooks, newspapers</i>)	<input type="checkbox"/>				
f) special events and celebrations	<input type="checkbox"/>				

9. Do you feel that you get the support you need at your school to learn to the best of your ability?

- Yes No Not sure

If you answered no, do you think that you do not get the support you need because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
 - My race, culture, or skin color
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because [if you are a boy] they aren't what people think boys are supposed to like or [if you are a girl] they aren't what people think girls are supposed to like
 - Other reason(s)
-
-

10. Do you feel that school rules have been applied to you in a fair way:

- all the time?
- most of the time?
- some of the time?
- rarely?
- Not sure

If the school rules have not been applied to you fairly, do you think it is because of any of the following? (Please check the items that apply.)

- Being a boy or a girl
 - My race, culture, or skin color
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because [if you are a boy] they aren't what people think boys are supposed to like or [if you are a girl] they aren't what people think girls are supposed to like
 - Other reason(s)
-

11. Do you feel that you are treated by the adults in your school:

- the same way as everyone else?
- better than others?

worse than others?

If you feel that you are treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
- My race, culture, or skin color
- My first language
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My activities, hobbies, or clothing, because [*if you are a boy*] they aren't what people think boys are supposed to like or [*if you are a girl*] they aren't what people think girls are supposed to like
- Other reason(s)

12. Have you ever requested a religious accommodation (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during school hours; permission to wear an item of clothing connected with a religious belief)?

Yes No

If you answered yes, was your request for a religious accommodation met?

Yes No

If your request was not met, what reason were you given? _____

Actions meant to hurt another person's feelings or to put a person down are called **bullying/harassing** behaviors. Bullying is a form of harassment.

In this section, we will be using the words "bullying/harassment" for behaviors such as:

- saying hurtful things to someone about their appearance, their intelligence, or their abilities;
- posting hurtful comments about someone online;
- hurting someone by hitting, kicking, or pinching them, or in some other physical way;
- leaving someone out or treating them badly because of who they are.

The same person or group of people is often bullied or harassed over and over again. This can happen on or off school grounds.

Bullying/harassment is not an accident. Even though students may sometimes feel pressured by other students to bully or harass someone, they are still acting in a way that is meant to hurt or upset that person. And behaviour that is hurtful to others is unacceptable behavior.

Different forms and types of bullying/harassment are described on the following pages. The information provided there will help you answer the questions in this section.

Forms That Bullying/Harassment Might Take

Physical

- pushing, tripping, hitting
- taking or breaking someone's belongings on purpose

Verbal

- calling someone names, teasing, or making fun of them
- insulting, humiliating, or threatening someone

Social

- leaving someone out of "the group" or refusing to play with them
- saying bad things about someone
- making someone look silly
- telling others not to talk to someone
- showing pictures or other things that are rude or insulting

Electronic

- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone, hurt their feelings, embarrass them or make them look bad, or spread rumours or tell secrets about them

Forms That Bullying/Harassment Might Take

Racial/ethnocultural

- treating someone badly because of their race, culture, or skin color
- saying bad things about someone's race, culture, or skin color
- telling racist jokes

Physical (2)

- making comments or jokes about someone's body
- touching, pinching, or grabbing part of someone's body in a way that makes them feel uncomfortable

Gender Role-based

- treating someone badly because they are a boy or a girl
- leaving someone out or treating them hurtfully – for example, telling a girl she cannot play a sport because she is a girl
- making hurtful comments about someone's hobby – for example, calling a boy a “sissy” because he likes a hobby you think only girls should like

Verbal (2)

calling someone names in a way meant to upset them

- calling someone names because of their choice of activities, hobbies, or clothing
- making fun of someone who has parents who are of the same gender

Religion-based

- treating someone badly because of their religion or place of worship, example: church, mosque or temple.
- saying bad things about someone's religion or place of worship, example; church, mosque or temple

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think that person *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighborhood they live in
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

How safe do you feel at school? “Feeling safe” means feeling comfortable, relaxed, and not worried that someone could harm your body, hurt your feelings, or damage your belongings.

In questions 13 to 15, check one answer for each of the places listed that best describes how you feel in them.

13. How safe do you feel in the following places?	Very safe	Safe	Not safe
a) Lunchroom or eating area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) School washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Gym change rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) School buses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) School grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School entrances/exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How safe do you feel on your way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How safe do you feel in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not once this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
16. Have you been bullied/harassed at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you been bullied/harassed on your way to or from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you bullied/harassed others at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you bullied/harassed other students on the way to or from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. In this school year at school, how often have other students bullied/harassed you ...					
a) physically? Examples: pushed, tripped, or hit you; taken or broken your belongings on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verbally? Examples: called you names, teased, or made fun of you; said mean things to you; embarrassed or threatened you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) socially? Examples: left you out of their group, said bad things about you, made you look silly in front of others, refused to play with you, got other students not to talk to you or not to like you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) electronically? Examples: used the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten you, hurt your feelings, embarrass you, make you look bad, or tell secrets about you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. In this school year at school, how often have other students bullied/harassed you ...	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
a) because of race, ethnicity, or culture? Examples: treated you badly because of your race, culture, or skin color; said bad things or joked about your race, culture, or skin colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) about your body? Examples: made jokes about your body; touched, pinched, or grabbed part of your body in a way that made you feel uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) because you are a boy or a girl? Examples: left you out or made hurtful comments about you because you are a girl or a boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) by calling you names? Examples: called you a name in a way meant to upset you; called you a name because of your choice of activities, hobbies, or clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) because of religion? Examples: treated you badly because of your religion, or church-mosque or temple; said bad things about your religion or church-mosque or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) because of a disability? Examples: treated you badly, refused to play with you, or made jokes about you because of a disability you have or a disability they think you may have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) because of income? Examples: made jokes about the type of housing or the neighbourhood you live in; treated you badly or called you names because of your clothing or where you live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. In this school year at school, how often have you seen or heard about another student being bullied/harassed ...	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
a) physically? Examples: pushed, tripped, or hit; had their belongings taken or broken on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verbally? Examples: called names, teased, or made fun of; spoken to meanly; embarrassed or threatened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) socially? Examples: left out of groups or games, gossiped or talked about, made to look silly in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) electronically? Examples: hurt, threatened, embarrassed, made to look bad, or had secrets told by other students through the Internet, e-mail, or cell-phone text messages or pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. In this school year at school, how often have you seen or heard about another student being bullied/harassed ...	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
a) because of race, ethnicity, or culture? Examples: treated badly because of their race, culture, or skin color; had bad things said to them or about them based on their race, culture, or skin color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) about your body? Examples: had jokes made about their body; had part of their body touched, pinched, or grabbed in a way that made them uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) because of being a boy or a girl? Examples: treated badly because they are a boy or a girl; left out or had hurtful comments made about them because they are a girl or a boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
d) by calling you names? Examples: called names in a way meant to upset them; called names because of their choice of activities, hobbies, or clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) because of religion? Examples: treated badly because of their religion-church-mosque or temple; had bad things said to them about their religion-church-mosque or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) because of a disability? Examples: treated badly, left out, or had jokes made about them because of a disability they have or a disability others think they may have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) because of income? Examples: treated badly or called names because of their clothing or where they live; had jokes made about the type of housing or the neighbourhood they live in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. In this school year at school, how often have you, either on your own or as part of a group, bullied/harassed other students ...

a) physically? Examples: pushed, tripped, or hit someone; taken or broken their belongings on purpose	<input type="checkbox"/>				
b) verbally? Examples: called someone names, teased or made fun of them, spoken to them meanly, embarrassed or threatened them	<input type="checkbox"/>				
c) socially? Examples: left someone out of groups or games on purpose, gossiped or said bad things about them, made them look silly in front of others, got other students not to like them or talk to them	<input type="checkbox"/>				

	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
d) electronically? Examples: used the Internet, e-mail, or cell-phone text messages or pictures to hurt, threaten, or embarrass someone, to make them look bad, or to tell secrets about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. In this school year at school, how often have you, either on your own or as part of a group, bullied/harassed other students ...

	Not once in this school year	Once or twice in this school year	Every Week	Many times a week	Don't know
a) because of race, ethnicity, or culture? Examples: treated someone badly because of their race, culture, or skin color; said bad things or joked about their race, culture, or skin color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) about their body? Examples: made jokes about someone's body; touched, pinched, or grabbed someone's body in a way that made them uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) because they are a boy or a girl? Examples: left them out or made hurtful comments about them because they are a girl or a boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) called them names? Examples: called someone names in a way meant to upset them; called someone names because of their choice of activities, hobbies, or clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) because of religion? Examples: treated someone badly because of their religion, church or mosque or temple; said bad things to them about their religion-or church or mosques or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Where does bullying/harassment happen at your school? (Check as many as you want.)

- Classrooms
- Hallways
- School entrances or exits
- Library
- Gym
- Change rooms
- Washrooms
- On the school bus
- Coatroom or locker areas
- Playground
- Lunch or eating area
- Other places (please say where): _____

30. When does bullying/harassment happen most? (Check as many as you want.)

- On the way to and from school
- Before school
- At lunch time
- During classes
- Between classes
- During breaks or at recess
- After school
- On field trips

31. Think of the last time that you saw or heard about another student being bullied/harassed. What did you do? (Check any that are true for you.)

- I have not seen or heard another student being bullied/harassed. (Go to question 34.)
- I did not do anything about it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I helped the person who was being bullied/harassed *while* they were being bullied/harassed.
- I helped the person who was being bullied/harassed later on.
- I stood and watched.
- I made a joke about it.
- I joined in the bullying/harassing.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.

32. If you did not do anything the last time you saw or heard about another student being bullied/harassed, what was the reason? (Check any that are true for you.)

- I didn't want to get involved.
- I was afraid.
- I did not know what to do or who to talk to.
- If I told someone, they wouldn't do anything about it.
- I didn't want to tell on other people.
- I didn't think the bullying/harassment was so bad.
- It wasn't any of my business or my problem.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference if I got involved.
- I thought I might be bullied/harassed myself if I did something.

33. Think of the last time you were bullied/harassed. What did you do?

(Check any that are true for you.)

- I have not been bullied/harassed. (Go to question 36.)
- I ignored it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I called a helpline.
- I fought back.
- I got someone to help stop it.
- I made a joke of it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.

34. If you did not do anything the last time you were bullied/harassed, what was the reason?

(Pick one.)

- I was afraid.
- I did not know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I did not want to tell on other people.
- I didn't think the bullying/harassment was so bad.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference.
- I thought I would get bullied/harassed more.

35. Do you feel you could talk to an adult at school if you were being bullied/harassed?

(Check one answer.)

Yes Not sure No

36. How often do you report or tell someone about bullying/harassment that you have seen or heard about?

Always Often Sometimes Never

37. Are you aware of how to report bullying/harassment at school?

Yes No Don't know

**If you are having a difficult time with other students at school,
please know that we are here to help...**

**You can talk to any adult that you trust – your principal,
your parent(s) or guardian(s), a counselor, or a teacher.**

We want to help.

**THANK YOU
FOR COMPLETING
THIS SURVEY.**

APPENDIX E: Example of a step by step reporting and follow up supports

Student T = Target

Student A = Aggressor

Student W = Witness

- Students T and W report bullying or harassment.
- The Principal or designee assigns staff to investigate, contact parents and insure all students' safety;
- School Adjustment Counselor meets with Student T to insure his safety, assess for follow up supports and document incident;
- Interview Student A and explore his behavior from his perspective;
- Meet as a team to review the information and effects on our student body;
- Assign an appropriate disciplinary action and/or community recompense;
- Utilize the "circle of power" in the classroom to address the issue of bullying in the classroom;
- Meet with the team and Student A's parent/guardian to address his behavior with her and make a referral to counseling or other resource as necessary;
- Call the parents of students T and W to inform them of the results of our process, including;
 - a documented monitoring plan in place with specific plan of action (identifies who and what will occur) to insure this doesn't reoccur ex: Possibly an adult mentor or a BMP with specific language to identify Student A as the "aggressor"; document any/all times there are "check-ins"
 - Give the parent a resource list for supporting positive youth development;
 - Provide parent with a letter that outlines all steps taken.



APPENDIX F:

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Aug. 20, 2013

Dear Colleague:

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is committed to working with States to ensure that school districts provide all children with positive, safe, and nurturing school environments in which they can learn, develop, and participate. OSERS is issuing this letter to provide an overview of a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities.¹

As discussed in this letter, and consistent with prior Dear Colleague Letters the Department has published, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA that must be remedied.² However, even when situations do not rise to a level that constitutes a denial of FAPE, bullying can undermine a student's ability to achieve his or her full academic potential. Attached to this letter are specific strategies that school districts and schools³ can implement to effectively prevent and respond to bullying, and resources for obtaining additional information.

¹ This letter is intended to supplement the July 25, 2000, joint Dear Colleague Letter from OSERS and the Department's Office for Civil Rights (OCR), which addressed disability harassment under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II of the ADA), and the IDEA (available at: <http://www.ed.gov/ocr/docs/disabharassltr.html>).

² Some bullying of students with disabilities may also constitute discriminatory harassment and trigger additional responsibilities under the civil rights laws that OCR enforces, including Section 504, Title II of the ADA, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. See OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

³ In the context of this letter "school" includes public preschools; elementary, middle, and high schools; and public agencies, including the State Educational Agency (SEA), Educational Service Agencies (ESA), Local Educational Agencies (LEA), nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. See 34 C.F.R. §300.33.

Bullying of any student by another student, for any reason, cannot be tolerated in our schools.⁴ Bullying is no longer dismissed as an ordinary part of growing up, and every effort should be made to structure environments and provide supports to students and staff so that bullying does not occur. Teachers and adults should respond quickly and consistently to bullying behavior and send a message that bullying is not acceptable. Intervening immediately to stop bullying on the spot can help ensure a safer school environment.

Bullying is characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors (*e.g.*, excluding someone from social activities, making threats, withdrawing attention, destroying someone's reputation) and can range from blatant aggression to far more subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (*e.g.*, cell phones, computers, online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles.

Addressing and reporting bullying is critical. Students who are targets of bullying behavior are more likely to experience lower academic achievement and aspirations, higher truancy rates, feelings of alienation from school, poor relationships with peers, loneliness, or depression.⁵ Bystanders, or those who only see or hear about bullying, also may be negatively affected as bullying tends to have harmful effects on overall school climate. Bullying can foster fear and disrespect and negatively affect the school experience, norms, and relationships of all students, families, and school personnel.⁶ The consequences may result in students changing their patterns of school participation or schools eliminating school activities (*e.g.*, dances, sporting events) where bullying has occurred. Teachers, school personnel, parents, and students should report bullying when they become aware of it.

Students with disabilities are disproportionately affected by bullying.⁷ For example, students with learning disabilities, attention deficit or hyperactivity disorder, and autism are more likely

⁴ Although the focus of this letter is peer-to-peer bullying, it is important to acknowledge that it is also intolerable for teachers and school staff to be party to school bullying and disability harassment (*i.e.*, being active participants in bullying), or observers to school bullying without taking action to address the behavior. While teacher-student disability harassment also may constitute a denial of FAPE, those issues are beyond the scope of this letter. We recommend that States and school districts consult with legal counsel regarding their responsibilities and duties in cases of bullying that involve school personnel, including taking the matter seriously, and promptly addressing any problematic behaviors.

⁵ Gini G., & Pozzoli T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics*, 123(3):1059-1065.

⁶ O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental differences in the social-emotional problems among frequent bullies, victim, and bully/victims. *Psychology in the Schools*, 46(2), 100-115.

⁷ Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

to be bullied than their peers.⁸ Any number of factors -- physical characteristics, processing and social skills, or intolerant environments -- may increase the risk that students with disabilities will be bullied. Due to the characteristics of their disabilities, students with intellectual, communication, processing, or emotional disabilities may not understand the extent to which bullying behaviors are harmful, or may be unable to make the situation known to an adult who can help. In circumstances involving a student who has not previously been identified as a child with a disability under the IDEA, bullying may also trigger a school's child find obligations under the IDEA. 34 C.F.R. §§300.111, 300.201.

Whether or not the bullying is related to the student's disability, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of FAPE under the IDEA that must be remedied.⁹ States and school districts have a responsibility under the IDEA, 20 U.S.C. § 1400, *et seq.*, to ensure that FAPE in the least restrictive environment (LRE) is made available to eligible students with disabilities. In order for a student to receive FAPE, the student's individualized education program (IEP) must be reasonably calculated to provide meaningful educational benefit.¹⁰

Schools have an obligation to ensure that a student with a disability who is the target of bullying behavior continues to receive FAPE in accordance with his or her IEP. The school should, as part of its appropriate response to the bullying, convene the IEP Team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP is no longer designed to provide meaningful educational benefit. If the IEP is no longer designed to provide a meaningful educational benefit to the student, the IEP Team must then determine to what extent additional or different special education or related services are needed to address the student's individual needs; and revise the IEP accordingly. Additionally, parents have the right to request an IEP Team meeting at any time, and public agencies generally must grant a parental request for an IEP Team meeting where a student's needs may have changed as a result of bullying. The IDEA placement team (usually the same as the IEP Team) should exercise caution when considering a change in the placement or the location of services provided to the student with a disability who was the target of the bullying behavior and should keep the student in the original placement unless the student can no longer receive FAPE in the current LRE placement. While it may be appropriate to consider whether to change the placement of the child who was the target of the bullying behavior, placement teams should be aware that certain changes to the education program of a student with a disability (*e.g.*, placement in a more restrictive "protected" setting to avoid bullying behavior) may constitute a denial of the IDEA's requirement that the school provide FAPE in the LRE. Moreover, schools may not attempt to resolve the bullying situation by unilaterally changing the frequency, duration, intensity, placement, or location of the student's special education and related services. These decisions must be made by the IEP Team and consistent with the IDEA provisions that address parental participation.

⁸ Twyman, K. A., Saylor, C. F., Saia, D., Macias, M. M., Taylor, L. A., & Spratt, E. (2010). Bullying and ostracism experiences in children with special health care needs. *Journal of Developmental Behavioral Pediatrics, 31*, 1-8.

⁹ OCR also has authority to investigate complaints alleging denial of FAPE under Section 504 and Title II. See the July 25, 2000, joint Dear Colleague Letter on Disability Harassment; (available at: <http://www.ed.gov/ocr/docs/disabharassltr.html>); and OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

¹⁰ See *Hendrick Hudson Central Sch. Dist. Bd. of Educ. v. Rowley*, 458 U.S. 176, 201 (1982).

If the student who engaged in the bullying behavior is a student with a disability, the IEP Team should review the student's IEP to determine if additional supports and services are needed to address the inappropriate behavior. In addition, the IEP Team and other school personnel should consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted.

As discussed above, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit from the special education and related services provided by the school is a denial of FAPE. A student must feel safe in school in order to fulfill his or her full academic potential. We encourage States and school districts to alert Boards of Education, school administrators, teachers, and staff that bullying can result in a denial of FAPE for students with disabilities. We also encourage States and school districts to reevaluate their policies and practices addressing problematic behaviors, including bullying, in light of the information provided in this letter, as well as in OSERS' July 25, 2000, joint Dear Colleague Letter and OCR's October 26, 2010, Dear Colleague Letter. The enclosure to this letter, "Effective Evidence-based Practices for Preventing and Addressing Bullying," includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe, and nurturing environments for all children and adults.

We look forward to continuing to work with you to ensure that students with disabilities have access to high-quality services in positive, safe, and respectful school environments.

Sincerely,



Melody Musgrove, Ed. D.
Director
Office of Special Education Programs



Michael K. Yudin
Acting Assistant Secretary

Enclosure: Effective Evidence-based Practices for
 Preventing and Addressing Bullying

APPENDIX G: Resources

The following list of books may be used as follow up with students who are targets, aggressors or who witnessed the incident to continue a dialogue in a non-threatening, teaching and learning environment.

Non-Fiction

The Maine Conspiracy, The True story of how a state colluded and abused its power to prevent low cost healthcare. - by Dr. Aaron and Marie Greenwald ISBN 0-9772434-0-0

Bully In Sight: How to Predict, Resist, Challenge and Combat Bullying - by Tim Field ISBN 0-9529121-0-4

The Fight That Never Ends by Tim Brown

Bullycide, Death at Playtime by Neil Marr and Tim Field ISBN 0-9529121-2-0

A Journey Out of Bullying: From Despair to Hope by Patricia L. Scott

"Peer Abuse Know More! Bullying From A Psychological Perspective" By Elizabeth Bennett

New Perspectives on Bullying by Ken Rigby

Queen Bees And Wannabees : Helping Your Daughter Survive Cliques, Gossip, Boyfriends, And Other Realities Of Adolescence by Rosalind Wiseman

Odd Girl Out : The Hidden Culture Of Aggression In Girls by Rachel Simmons

My War With Brian: A Graphic Novel by Ted Rall

Time to Tell 'Em Off! A Pocket Guide to Overcoming Peer Ridicule by Deanna Miller ISBN 0-9725424-0-X
Garbarino, J. & de Lara, E. (2003).

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence.
The Free Press: New York NY.

Adams, Andrea with contributions from Crawford, Neil

Abuse in the Workplace: Management Remedies and Bottom Line Impact (1992) Bell, Arthur H.

You Can't Talk to Me That Way: Stopping Toxic Language in the Workplace (2005)

Brodsky, Carroll M. *The Harassed Worker* (1976)

Davenport, Noa, Distler Schwartz, Ruth, Pursell Elliott, Gail *Mobbing: Emotional Abuse in the American Workplace* (1999, 2005 Third Edition) <http://www.mobbing-usa.com>

Elbing, Carol & Elbing, Alvar *Militant Managers: How to Spot ... How to Work with ... How to Manage ... Your Highly Aggressive Boss* (1994)

Field, Tim *Bully In Sight: How to Predict, Resist, Challenge and Combat Workplace Bullying* (1996) ISBN 0-9529121-0-4

Hare, Robert & Babiak, Paul *Snakes in Suits: When Psychopaths Go to Work* (2006)

Hornstein, Harvey A. *Brutal Bosses and their Prey: How to Identify and Overcome Abuse in the Workplace* (1996)

Marais, Susan & Herman, Magriet *Corporate Hyenas at Work: How to Spot and Outwit Them by Being Hyenamwise* (1997)

Namie, Gary & Namie, Ruth *BullyProof Yourself at Work! Personal Strategies to Stop the Hurt from Harassment* (1999)

Namie, Gary & Namie, Ruth *Bully at Work* (2000)

Randall, Peter *Adult Bullying: Perpetrators and Victims* (1997)

Randle, Jacqueline (Editor) *Workplace Bullying in the NHS* (2006)

Wyatt, Judith & Hare, Chauncey *Work Abuse: How to Recognize and Survive It* (1997)

When You Work for a Bully: Assessing Your Options and Taking Action by Susan Futterman

Fiction

Cat's Eye by Margaret Atwood

Carrie by Stephen King

The Ruling Class by Francine Pascal

One Flew Over The Cuckoo's Nest by Ken Kesey.

The Bully: A Discussion and Activity Story by Rita Y. Toews

The Eighteenth Emergency by Betsy Byars

Past Mortem by Ben Elton

The Chocolate War by Robert Cormier

[edit] Books on *Bullying at Work: How to Confront and Overcome It* (1992) Bassman, Emily
