

# **The Holyoke Community Charter School District**

## **BULLYING PREVENTION AND INTERVENTION PLAN**

**2025-2026**

**~~Submitted to the Holyoke Community Charter School~~**

**~~Principal, Dr. Sonia C. Pope~~**

**~~Anti-Bullying Task Force~~**

**Revised August 2025**

To: HCCS Community Members

From: Anti-Bullying Task force

Re: Final Anti-Bullying Plan

The Holyoke Community Charter School placed its Bullying Prevention and Intervention plan on the school's website. The document may be accessed at [www.hccs-sabis.net](http://www.hccs-sabis.net) for review or you may contact the main office for a hard copy.

The following people formed the Anti-Bullying Task Force and worked diligently on this revision.

Dr. Sonia Correa Pope, School Principal

Mr. Robert Riddles, Academic Quality Controller

Mrs. Kristen O'Connor, Special Education Academic Coordinator

Mr. Kyle Callender, Student Management Coordinator

Ms. Kayla Collins, Student Life Coordinator

Mrs. Maria Rodriguez, Business Manager

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Ms. Elizabeth Pawlowski, Board Member Consultant

Please forward any feedback or questions to Dr. Sonia Correa Pope electronically [spope@hccs-sabis.net](mailto:spope@hccs-sabis.net) or send note to the school. Thank you for your continued support in our efforts to make Holyoke Community Charter School a great place to learn.

Bullying Prevention and Intervention Plan

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APPENDIX A: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

## I. LEADERSHIP OVERVIEW

### A. Priority statements.

Holyoke Community Charter School ("HCCS") 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. We 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. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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The HCCS Bullying Prevention and Intervention Plan (the "Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the school is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The protections afforded under this Plan apply to all HCCS students. The Principal<sup>1</sup> is responsible for the implementation and oversight of the Plan.

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B. Development of the Plan. As required by M.G.L. c. 71, § 37O, this Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation included, at a minimum, notice and a public comment period before the Plan was adopted by HCCS. HCCS conducted a survey to gain input from the key stakeholders in regard to handling bullying prevention within the school. In addition, a review of historical data related to bullying and other gateway behaviors was completed and a review of current curricula

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<sup>1</sup> References to the Principal throughout this Plan include designees of the Principal

was conducted. The information collected was used as the steering guide for the development of the Plan.

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Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation included, at a minimum, notice and a public comment period before the Plan was adopted by the school committee or equivalent authority. The school conducted a survey to gain input from the key stakeholders in regard to handling bullying prevention within the school. Prior to finalizing the plan, the school allowed a period of public comment on the plan.

## Law Acknowledgement

### II. DEFINITIONS

Chapter 92 of the Acts of 2010- An Act Relative to Bullying in Schools:

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Aggressor is a student or staff who engages in bullying, cyber-bullying, or retaliation. Bullying is the repeated use by one or more students or staff 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.

"Bullying", the repeated use by one or more students or staff 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 is 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.

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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.

Hostile environment refers to 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.

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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.

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"Charter school", commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of chapter 71.

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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.

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

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"Hostile environment", a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. "Certain students may be more vulnerable to becoming targets of bullying, harassments, or teasing based on actual or proceeds characteristics including ancestry; national origin; sex; socio-economic status; race, color, religion, homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics."

### III. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying which include cyber-bullying are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school- sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, and;
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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#### IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan. Annually the staff will be trained on the details of the Plan. This training will include the responsibility of the staff to report concerns to the Principal, as well as the protocol that will be followed after the completion of a formal report. This training will also include information relevant to the bullying prevention curriculum being taught within the school.

B. Ongoing professional development Throughout the year the staff will receive professional development related to bullying prevention. These booster trainings will be utilized to reinforce the communities' commitment to bullying prevention as well as an avenue to bring forth new relevant information about bullying prevention. HCCS will utilize the staff training developed by the Massachusetts Aggression Reduction Coalition as well as other relevant trainings. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on;

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

Professional development will also address ways to prevent and respond to bullying or

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retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs IEPs. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by HCCS which may be addressed in professional development include:

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

C. Written notice to staff HCCS will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the HCCS Employee Handbook.

## **V. ACCESS TO RESOURCES AND SERVICES**

A. Identifying resources. Within HCCS, students will be able to access the Counseling department, the Student Management department, and the Student Life department for support. These departments will collaborate to best serve the needs of aggressors, targets, and bystanders. The school will be utilizing social emotional learning curricula with an emphasis on bullying prevention as well as violence prevention on a school wide basis. Through the previously mentioned departments, individualized plans will be developed to address the occasions

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when intensive services need to be implemented. The school will also be able to link families with outside services when appropriate.

B. Counseling and other services (including referral to outside services). Within the school there are culturally and linguistically appropriate resources which the students will be able to utilize through the Social Work, Student Management, and Student Life departments. In situations where more extensive services are needed to support the target, aggressor, affected bystander, or supports for a student's family member's, referrals to local mental health agencies will be made. When making referrals, the Social Work department will take into consideration the preferences of the family related to location, service delivery model, and health insurance coverage. Student Management in concert with the Social Work department will be available to help targets reestablish their sense of safety, through emotional support, and the development of safety plans as needed. Based on need the school will utilize behavioral intervention plans, social skills groups, and individualized curricula to support both targets and aggressors.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines a 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.

## VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

HCCS will be utilizing researched based curricula to educate students that are involved in bullying incidents. The curricula will focus on social emotional learning to address issues related to bullying.

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following

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approaches:

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyber-bullying, including safe and appropriate use of electronic communication technologies
- emphasizing cybersafety including safe and appropriate use of electronic communication
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

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Initiatives will also teach students about the student-related sections of this Bullying Prevention and Intervention Plan. The Plan will be reviewed on a schoolwide basis at the start of the school year, and again periodically with specific populations as needed.

A.B.

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eneral teaching approaches that support bullying prevention efforts. By introducing curricula that stresses a schoolwide approach to prevent bullying, our staff will be pulling from the same resource cache. When students experience similar expectations across the board there will be a greater understanding that the school as a cohesive unit is a place where bullying or other hurtful behavior is not tolerated. Areas identified in the curricula include:

- 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; and transgender students; and homeless students;
- using appropriate and positive responses and reinforcement, even when student actions prompt disciplinary consequences;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. An HCCS staff member is required to report immediately to the Principal any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not HCCS staff members, may be made anonymously. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Written reports of bullying or retaliation may be made by submitting an Incident Reporting Form, but an Incident Reporting Form is not required as a condition of making a report. The Incident Reporting Form is attached as Appendix A to this Plan, and is also available in the Student and Parent Handbook; in the Main Office, the counseling office, the school nurse's office, and the student management

Student Management Office; and on the school's website. The Incident Reporting Form is also available in Spanish.

### **1. Reporting by Staff**

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

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

HCCS 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. 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.

### B. Responding to a report of bullying or retaliation.

#### 1. Safety

Before fully investigating an allegation of bullying or retaliation, the Principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, student life, 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 will take additional steps to promote safety during the course of and after the investigation, as necessary.

Certain students may be more vulnerable to becoming targets of bullying, harassments, or teasing based on actual or proceeds characteristics including ancestry; national origin; sex; socio-economic status; race, color, religion, homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting

status; sexual orientation; mental, physical, developmental or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics.

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

## 2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or Principal contacts parents or guardians prior to any determination. Notice will be consistent with state regulations at 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 first informed of the incident will promptly notify by telephone the Principal of the other relevant school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify local law enforcement. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with local law enforcement. Also, if an incident occurs on school grounds and

involves a former student under the age of 21 who is no longer enrolled in school, the Principal shall contact local law enforcement if 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 the Plan and with applicable HCCS policies and procedures, consult with any individuals the Principal deems appropriate.

- C. Investigation. The Principal 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 student(s) involved.

During the investigation, the Principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal, other staff members as determined by the Principal, and in consultation with the school social worker, as appropriate. To the extent practicable and given his/her obligation to investigate and address the matter, the Principal will maintain confidentiality during the investigative process. The Principal will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with HCCS policies and procedures for investigations. If necessary, the Principal will consult with legal counsel about the investigation.

- D. Determination. The Principal will make a determination based upon the relevant information gathered over the course of the investigation. If, after investigation,



bullying or retaliation is substantiated, the Principal 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 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 may choose to consult with the target's or aggressor's parent(s)/guardian(s), teacher(s) and/or school counselor(s) 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 will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices 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 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.

#### E. Responses to Bullying

##### 1. Teaching Appropriate Behavior Through Skills-building

Upon the Principal determining that bullying or retaliation has occurred, HCCS may consider a range of disciplinary responses for aggressors that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the Principal may consider include, but are not limited to:

- offering individualized skill-building sessions based on HCCS's anti-

bullying curricula;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti- bullying curricula and social skill-building activities at home; and
- adopting behavioral plans to include a focus on developing specific social skills.

## 2. Taking Disciplinary Action

If the Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal, 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 HCCS's Code of Conduct and Employee Handbook, and aggressors may face consequences up to and including suspension (students) or termination (staff).

If the Principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with this Plan and the Code of Conduct.

## 3. Promoting Safety for the Target and Others

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

#### **VIII. COLLABORATION WITH FAMILIES**

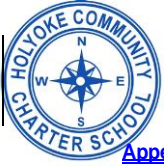
- A. Parent education and resources. HCCS will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula including, but not limited to: (i) how parents and guardians can reinforce the curriculum at home and support the Plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.
- B. Notification requirements. Each year, HCCS will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. HCCS will send parents written notice each year about the student-related sections of the Plan. All notices and information made available to parents or guardians will be in hard copy and electronic formats and will be available in Spanish. HCCS will post the Plan and related information on its website.

#### **STUDENT SURVEY**

In compliance with Massachusetts law, HCCS will administer to students every four (4) years a survey developed by the Massachusetts Department of Elementary and Secondary Education to assess school climate and the prevalence, nature and severity of bullying in school. The survey results will be used to assess the effectiveness of HCCS's bullying prevention curricula and instruction.

#### **PROBLEM RESOLUTION SYSTEM**

Any parent/adult supporter wishing to file a claim/concern with DESE alleging that Phoenix did not comply with federal or state education laws or regulations may do so using DESE's Problem Resolution System ("PRS"). Information about filing a claim or seeking assistance through PRS can be found online at <http://www.doe.mass.edu/prs>. Individuals with questions about the PRS process can contact the PRS Office at 781-338-3700 or [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu). Hard copies of this information are also available in the Main Office.



## **HOLYOKE COMMUNITY CHARTER** **SCHOOL**

### **Appendix A: 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 Alleged 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 the back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_  
(Note: Reports may be filed anonymously.)

10. Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_



## ~~HOLYOKE COMMUNITY CHARTER~~ ~~SCHOOL~~

### II. INVESTIGATION

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

2. Interviews:

|  |             |             |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed aggressor | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed target    | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed witnesses | Name: _____ | Date: _____ |
|  | Name: _____ | Date: _____ |

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

\_\_\_\_\_  
(Please use additional paper and attach to this document as needed)

### III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES

☐ NO

|                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Bullying    | <input type="checkbox"/> Incident documented as _____   |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Discipline referral only _____ |

2. Contacts:

|   |             |  |             |
|---|-------------|--|-------------|
| <input type="checkbox"/> Target's parent/guardian   | Date: _____ | <input type="checkbox"/> Aggressor's parent/guardian | Date: _____ |
| <input type="checkbox"/> Civil Rights Administrator | Date: _____ | <input type="checkbox"/> Law Enforcement             | Date: _____ |

3. Action Taken:

|   |   |  |
|---|---|--|
| <input type="checkbox"/> Loss of Privileges _____ | <input type="checkbox"/> Detention (SL/ After School) | <input type="checkbox"/> Counseling Referral |
| <input type="checkbox"/> Suspension               | <input type="checkbox"/> Education                    | <input type="checkbox"/> Other _____         |

4. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_ Report forwarded to Superintendent:

Date \_\_\_\_\_

Signature and Title: \_\_\_\_\_  
(If principal was not the investigator)

Date: \_\_\_\_\_