



**KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School
("KIPP Massachusetts")**

Bullying Prevention and Intervention Plan

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Overview

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 370) that are important for students and parents or guardians to know are described below. The Bullying Prevention and Intervention Plan (the “Plan”) is applicable to students and members of the school staff, including, but not limited to educators, school leaders, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, paraprofessionals, operations staff, related service providers and regional office staff. As required by M.G.L. c. 71, s. 370, the original Plan was developed with input from KIPP MA students, families, administrators, staff, and the Board of Trustees. Notice will be given and public comment is welcome and encouraged after each substantive revision to the Plan prior to adoption by the Board of Trustees.

At KIPP Massachusetts (“KIPP MA”), it is expected that all members of the school community will treat each other in a respectful and affirming manner and with respect for differences. KIPP MA is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, retaliation, and harassment. This commitment is an integral part of the 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.

KIPP MA recognizes that certain students and staff may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, housing status, academic status, gender identity or expression, pregnancy or parenting status, physical appearance, or 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. KIPP MA promotes 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, cyberbullying, harassment, or teasing.

KIPP MA has established separate discrimination or harassment policies that provide additional protections for students and staff. Nothing in this section shall alter the obligations of the school to remediate any discrimination or harassment based on a person’s membership in a legally protected category under local, state or federal law.

KIPP MA does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, retaliation, or harassment in the school buildings, on school grounds, or in school-related activities or events. KIPP MA will promptly investigate all reports and complaints of bullying, cyberbullying, retaliation, and/or harassment and take prompt action to end that behavior, and restore the target’s and community’s sense of safety, and to prevent recurrence of that behavior. KIPP MA will support this commitment in all aspects of the school community, including curriculum development and implementation, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Plan is a comprehensive approach to addressing bullying, cyberbullying, retaliation, and harassment. KIPP MA is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, KIPP MA established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, retaliation, and harassment. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged respondent. In such cases, the Executive Director or designee shall be responsible for investigating the report, and other steps necessary to implement

the Plan, including addressing the safety of the alleged complainant. If the Executive Director is the alleged respondent, the Board Chair, or their designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

Definitions

“Bullying” as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a 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 themselves or of damage to their property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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

“Harassment” is a form of discrimination in which the target is subject to unwelcome conduct based upon a protected characteristic that is sufficiently severe, pervasive, or persistent that it creates a hostile environment or interferes with or limits the ability of the target to participate in or benefit from the services, activities, or privileges provided by the school.

“Sexual Harassment” under Title IX includes (1) Any instance of quid pro quo harassment by a school employee; (2) any unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the school’s education program or activity; and (3) any instance of sexual assault, including dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). KIPP MA has adopted a separate Title IX Policy and Grievance Procedures which is available on the [school’s website](#).

“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.

“Respondent” is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

“School Staff” includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

“Complainant” or “Target” is a student or staff member against whom bullying, cyberbullying, or retaliation has been perpetrated.

Prohibitions Against Bullying, Cyberbullying, Retaliation, and Harassment

KIPP MA prohibits:

1. all forms of bullying and retaliation;
2. all forms of harassment, discrimination and hate crimes based upon race, color, religion, ancestry, national origin, ethnicity, sex, sexual orientation, socioeconomic status, gender identity or expression, housing status, academic status, physical appearance, pregnancy or parenting status, age or disability; and
3. Retaliation related to an allegation of bullying, cyberbullying or harassment.

Acts of bullying cyberbullying, retaliation, and harassment are prohibited:

- i. on school grounds and all sites and activities under the supervision and control of KIPP MA or where it has jurisdiction under the law, including at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by KIPP MA, 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 KIPP MA, 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 the school.

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

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

Policies and Procedures for Responding to Bullying and Retaliation

A. Reporting bullying, cyberbullying or retaliation

Reports of bullying, cyberbullying 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. A school or district staff member is required to report immediately to the principal any instance of bullying, cyberbullying, or retaliation. When the principal is the alleged respondent, the report should be made immediately to the Executive Director. When the Executive Director is the alleged respondent, the report should be made to the Board Chair. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. KIPP MA makes a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form which is available in paper format at the end of this Plan or on KIPP MA’s website, cell phone numbers for all staff members, and a dedicated mailing address.

Use of an Incident Reporting Form is not required as a condition of making a report. KIPP MA will:

1. include a copy of the Incident Reporting Form in the student handbook for students and parents or guardians;
2. make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
3. post it on the [school's website](#). The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
4. make it available via email by contacting info@kippma.org

If a student, staff member, or parent/guardian needs assistance in reporting bullying, cyberbullying or retaliation, the principal is available to help fill out the Incident Reporting Form. Students are provided with private and age-appropriate support to report a bullying, cyberbullying, retaliation, or harassment incident. Reports may be filed with a trusted adult or directly with the principal or designee.

At the beginning of each school year, KIPP MA will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, 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, and the Executive Director or designee when the principal or the assistant principal is the alleged respondent, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

a. Reporting by Staff

A school staff member is required to report immediately to the principal or designee any instance of bullying, cyberbullying, or retaliation that they witness or become aware of. When the principal is the alleged respondent, the report should be made immediately to the Executive Director. When the Executive Director is the alleged respondent, the report should be made to the Board Chair. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school and procedures for behavior management and discipline. Staff members must complete an Incident Reporting Form and file it with the principal or designee.

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

KIPP MA expects students, parents or guardians, and others who witness or become aware of an instance of bullying, cyberbullying or retaliation involving a student to report it to the principal or designee immediately. The report should be made to the Executive Director when the principal is the alleged respondent. Reports may be made anonymously, but no disciplinary action will be taken against an alleged respondent 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, or Executive Director or designee when the principal or assistant principal is the alleged respondent.

B. Responding to a report of bullying, cyberbullying or retaliation – Allegations of Bullying by a Student

a. Promoting Safety

Before fully investigating the allegations of bullying, cyberbullying 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 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 complainant and/or the respondent in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the complainant; and altering the respondent’s schedule and access to the complainant. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

b. Obligations to Notify Others

- i. Notice to Parents or Guardians. Upon determining that bullying, cyberbullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the complainant and the respondent of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- ii. 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 Chief Schools Officer and Director of Compliance. The Chief Schools Officer and Director of Compliance will notify 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, and 603 CMR 49.00.
- iii. Notice to Law Enforcement. At any point after receiving a report of bullying, cyberbullying 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 respondent, 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 who is no longer enrolled in school, 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 respondent.

In making this determination, the principal will, consistent with the 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.

C. Investigation

The principal or designee will promptly investigate all reports of bullying, cyberbullying 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. The principal or designee may assign another school or district employee (known as the investigator) to investigate the alleged incident.

During the investigation the principal or designee, among other things, will interview students, staff, witnesses, parents or guardians, and other relevant parties, as necessary. The investigator will remind the respondent, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor or school psychologist, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation including information detailing the investigation steps, findings, basis and response. The records of the investigation will be maintained in accordance with federal and state privacy laws including FERPA and 603 CMR 49.00. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying, cyberbullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the complainant 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 complainant's or respondent'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 or other supports or services.

The principal or designee will promptly notify the parents or guardians of the complainant and the respondent about the results of the investigation and, if bullying, cyberbullying or retaliation is found, what action is being taken to prevent further acts of bullying, cyberbullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements

regarding the confidentiality of student records, the principal or designee cannot report specific information to the complainant’s parent or guardian about the disciplinary action taken unless it involves a “stay away” order or other directive that the complainant must be aware of in order to report violations.

The principal or designee shall notify law enforcement if the principal has a reasonable basis to believe that criminal charges may be pursued against the respondent.

E. Responding to a Report of Bullying by KIPP MA Staff

KIPP MA recognizes that in some situations an instance of bullying could be reported where the respondent is a staff member. In such events, KIPP MA will ensure the situation is properly investigated and that all of the witnesses are able to speak truthfully without fear of consequences. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action, up to and including termination of employment. In the event that there is a situation where a student or staff member reports an incident of bullying by a staff member then the procedures listed above will still apply. Additional safety measures may be appropriate where the respondent is a staff member and the alleged target is a student due to the power differential between staff and students.

The principal, Executive Director, board chair or designee will conduct a thorough investigation and can rely on the support of the KIPP MA Human Resources Director for guidance on potential actions steps related to an individual’s performance or employment. With the support of the Human Resources Director, the individual in charge of investigating will communicate action steps with students, staff and families as is legally permissible.

F. Taking Disciplinary Action

Where it is determined that inappropriate conduct has occurred, KIPP MA will act promptly to eliminate the conduct and will impose disciplinary action as 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 the Plan and with the school’s code of conduct. Corrective action, as necessary, can include a recommendation for counseling or other therapeutic services.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504, which should be read in cooperation with state laws regarding student discipline and are adhered to by KIPP MA.

G. Teaching Appropriate Behavior Through Skills-Building

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

- offering individualized skill-building sessions based on the school’s/district’s anti-bullying curriculum;

- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; and
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

H. False Allegations

If the principal or designee determines that a student knowingly made a false allegation of bullying, cyberbullying or retaliation, that student may be subject to disciplinary action, in accordance with the Plan and the KIPP MA student Code of Conduct. All students shall be afforded the same protection regardless of their status under the law.

Problem Resolution System

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

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, socioeconomic status, gender identity, physical appearance, sexual orientation, or 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. Nothing in the Plan prevents KIPP MA from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of KIPP MA or the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H½ and 37H3/4, M.G.L. c. 71, §§41 and 42, M.G.L. c. 76 § 5 other applicable laws, or KIPP MA policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Training and Professional Development

A. Annual Staff Training on the Plan

Staff will be trained annually, and on an ongoing basis, about the Plan including, but not limited to their duties under the Plan and an overview of the steps that the principal or designee will follow upon receipt of a report of bullying, cyberbullying or retaliation, an overview of the bullying prevention curricula to be offered at all

grades throughout KIPP MA. Staff members hired after the start of the school year participate in school-based training during the school year in which they are hired.

B. Ongoing Professional Development

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

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- c. information regarding the complex interaction and power differential that can take place between and among a respondent, complainant, and witnesses to the bullying;
- d. 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;
- e. information on the incidence and nature of cyberbullying; and
- f. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying, cyberbullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs).

Additional areas identified by the school or district for professional development may include:

- a. promoting and modeling the use of respectful language;
- b. fostering an understanding of and respect for diversity and difference;
- c. building relationships and communicating with families;
- d. constructively managing classroom behaviors;
- e. using positive behavioral intervention strategies;
- f. applying constructive disciplinary practices;
- g. teaching students skills including positive communication, anger management, and empathy for others;
- h. engaging students in school or classroom planning and decision-making;
- i. maintaining a safe and caring classroom for all students; and
- j. engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

C. Written Notice to Staff

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

Access to Resources

A. Assessing Needs and Resources

The Plan serves KIPP MA' 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, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula and training programs. This process will assist KIPP MA in identifying resource gaps and the most significant areas of need. Based on these findings, KIPP MA will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities. Students will be surveyed once every four years, in order to assess school climate and the prevalence, nature and severity of bullying in KIPP MA schools. This anonymous survey will be developed by the Massachusetts Department of Elementary and Secondary Education ("DESE") and data from the survey will be shared with DESE.

B. Identifying Resources

Annually, the regional leadership team will review the current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the team will develop recommendations and action steps to fill resource and service gaps for the upcoming year. These recommendations may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

C. Counseling and other services

Counseling will be provided by contracted licensed professionals. When necessary, the leadership team will build partnerships with community based organizations to provide culturally and linguistically appropriate resources. Principals, along with counselors or other staff members, will develop safety plans for students who have been targets of bullying or retaliation. As the need arises, the school will provide social skills programs to prevent bullying and will also offer education and/or intervention services for students exhibiting bullying behaviors. In addition, the leadership team may consider using tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

D. 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.

E. Referral to Outside Services

When the regional leadership team, with the guidance of licensed professionals, determines that school resources are insufficient to address a specific bullying situation, students and families may be referred to outside services. Referrals will comply with relevant laws and policies.

Academic and Non-Academic Activities

A. Specific bullying prevention approaches

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

- a. Using scripts and role plays to develop skills;
- b. Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistances;
- c. Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- d. Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- f. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Plan. On at least an annual basis, KIPP MA will review the Plan specifically as it relates to how students can report instances of bullying.

B. General Teaching Approaches That Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, LGBTQ+ students, and students experiencing homelessness;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;

- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. 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;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Collaboration and Resources for Families

KIPP MA strives to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including:

A. Parent Education and Resources

KIPP MA will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. Topics will include, but are not limited to, the following: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

B. Notification Requirements

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

Appendix A

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Complainant/Person Filing the Report:

This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged respondent 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 the: Student Staff member (specify role) _____
 Administrator Parent Other

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 Complainant (Person who received the behavior): _____

Name of Respondent (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.

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: _____

I. INVESTIGATION

1. Investigator(s): _____ Position(s): _____
2. Interviews:
- Interviewed respondent Name: _____
 - Interviewed complainant Name: _____
 - Interviewed witnesses Name: _____

3. Any prior documented incidents by the respondent? Yes No

Date: _____

Date: _____

Date: _____

Date: _____

If yes, have incidents involved complainant or complainant 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)

II. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO

- Bullying Incident documented as _____
- Retaliation Discipline referral only _____

2. Contacts:

- Complainant’s parent/guardian Date: _____
- Respondent’s parent/guardian Date: _____
- Law Enforcement Date: _____

3. Action Taken:

- Loss of Privileges Detention STEP referral Suspension
- Community Service Education Other _____

4. Describe Safety Planning:

Follow-up with Complainant: scheduled for _____ Initial and date when completed: _____

Follow-up with Respondent: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____

Report forwarded to Executive Director: Date _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

Print Name and Title: _____