

The Learning Center for the Deaf

Bullying Prevention and Intervention Plan 2014-2015

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The Learning Center for the Deaf

Our mission is to ensure that deaf and hard of hearing students achieve their full potential in an educational environment where language and communication are keys to building competence, character, and community.

Plan to Address Bullying Prevention and Intervention The Learning Center for the Deaf

SECTION 1: Priority Statement

Since its inception, The Learning Center for the Deaf has striven to be a safe place for deaf and hard of hearing students to learn and grow and belong. TLC's commitment to be a comprehensive school for all deaf and hard of hearing children brings with it accompanying responsibility to provide a positive learning environment for this diversity of learners and to support the healthy development of each "whole child."

TLC is a bilingual school (American Sign Language and English) dedicated to engaging students within an accessible and effective educational environment where students know they are valued, where all members of the community understand their responsibility to promote a positive school climate, and where students can achieve the highest preparation for post-secondary opportunities, free from distraction or harm.

TLC's two major divisions (Framingham Pre-12 and Walden School) offer multiple, flexible options for our students to learn and grow and be participants in a strong learning community. These two schools are united behind a singular vision to assure that all students achieve their full potential and that our students' linguistic, emotional, cognitive, and developmental needs continue to be richly supported.

In order to achieve these shared aspirations, The Learning Center for the Deaf is dedicated to fostering a respectful school culture, which is free from harassment, bullying and cyber-bullying of any kind. To this end, the school will take specific steps to create the safest environment possible for all students within the school community, and to provide students and faculty/staff with the skills, knowledge, and strategies to prevent or respond to bullying, harassment and inappropriate teasing.

Community members are expected to treat each other with respect, fully aware that acts of bullying, harassment, cyber-bullying, and intimidation are prohibited on school grounds, in school buildings, or in any school related activities. This shared commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all harmful and disruptive targeted behavior that can impede a student's learning process.

We understand that members of certain student groups, such as students with disabilities, students from different ethnic or religious backgrounds, students who are gay, lesbian, or transgender, and/or homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school will ensure that faculty and staff have the awareness and tools to take specific steps to create a safe and supportive environment for those populations within the school who may be vulnerable to bullying.

The following *Bullying Prevention and Intervention Plan* is a comprehensive approach to address and prevent issues of violence within our school. This Plan establishes a common approach to prevent, intervene, and respond to incidents of bullying, cyber-bullying, and retaliation should they occur. The Directors of each program are responsible for the implementation and oversight of the Plan.

SECTION 2: Definitions

Perpetrator A student or 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 who engages in bullying or retaliation.

Bystander A student or member of school who observes a bullying situation.

School Grounds Property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim A student against whom bullying or retaliation has been perpetrated.

Bullying: As defined in M.G.L. c.71, § 370, 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:

- (1) Causes physical or emotional harm to the targeted individual(s) or to the target's property;*
- (2) Places the target in reasonable fear of harm to himself or of damage to his property;*
- (3) Creates a hostile environment at school for the target*
- (4) Infringes on the rights of the target at school; or*
- (5) Materially and substantially disrupts the education process or the orderly operation of a school.*

Cyber-bullying: Bullying through the use of technology or electronic devices, such as cell phones, computers, pagers, videophones, and the Internet. It includes, but is not limited to email, texting, instant messages, and Internet postings. Cyber-bullying is treated as multiple counts of bullying by the Law, since numerous other

individuals, through the far-reaching effects of technology, can observe it repeatedly. (see M.G.L.c.71, § 370 for a detailed legal definition of Cyber-bullying.)

Hostile

Environment:

A situation in which bullying causes the school environment to be affected by intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Incident Report:

A standard form used to report incidents of bullying, harassment, or retaliation. The form provides a place to document allegations, describe actions observed, and list witnesses, etc.

Retaliation:

Any form of intimidation, reprisal, or harassment directed against a student or community member who reports bullying, provides information during an investigation of bullying, or witnesses and/or has reliable information about bullying that has occurred.

Community

Members

Includes, but is not limited to, educators, administrators, counselors, residential staff, nurses, clinicians, food service personnel, coaches, advisors to after school activities, classroom assistants, parents, and Board members.

Target

A student (or students) who has been subjected to bullying, cyber-bullying, harassment, intimidation, or retaliation.

SECTION 3: Prohibition Against Bullying and Retaliation

Conflict and dispute may occur frequently in schools but are not always harmful. Bullying and cyber-bullying differ from conflict. These behaviors are harmful one-way abuse behaviors. In situations where bullying occurs, there is repetition, power imbalance, and an intention to harm.

Acts of bullying or cyber-bullying are absolutely prohibited and will lead to discipline.

Acts of bullying are prohibited:

- (1) On school grounds and property immediately adjacent to school grounds
- (2) At a school-sponsored or school-related activity, event, function, whether on or off school grounds

- (3) On a bus or van or other vehicle owned by, used, or leased by TLC or on a school district vehicle transporting a student to or from TLC
- (4) Through technology or any electronic device that belongs to, is used or leased by TLC; or
- (5) Any acts of intimidation, threat, bullying, cyber-bullying at a location, activity, function or program that is not school-related,
 - if the act creates a hostile environment at school for the target or witness (es)
 - infringes on their rights of the target at school, or
 - materially and substantially disrupts the education process or the orderly operation of the school.

Retaliation against a person who reports bullying or who provides information during an investigation is also prohibited.

Nothing in this Plan requires the school to staff any non-school related activities, functions, or programs, nor is it intended to prevent the school administration from taking disciplinary action against a student for an action that does not meet the definition of bullying as defined earlier but is, nonetheless, unsafe or inappropriate at school.

SECTION 4: Leadership

Leadership at all levels plays an essential role in sustaining a respectful community. All members of this community are expected to treat each other in a civil manner and with respect for differences. This expectation is an integral part of TLC's commitment to promote a positive learning community and to eliminate harmful or disruptive behavior that can impede the learning process.

Each student, faculty and staff member is expected to take acts of bullying very seriously.

The Administrative and Supervisory teams will be responsible for setting priorities, assessing needs and resources, and for staying up-to-date with current research on bullying prevention and effective responses to bullying. Their responsibilities also include the following:

- Ensure that faculty and staff receive training in these critical areas,
- Maintain an Internet safety policy,
- Determine appropriate curriculum and approaches to teach students about bullying, cyber-bullying, harassment, and the prohibition against retaliation,

- Involve and inform parents/guardians and provide parent information materials in languages other than English, as needed,
- Receive and respond to reports on bullying,
- Create a process for tracking and recording incidents,
- Collect department and school-wide data on bullying to continually assess the problem and to measure improved outcomes,
- Review and update the Plan yearly, or more frequently,
- Review and amend student and staff handbooks annually, as needed,

SECTION 5: Training and Professional Development for Faculty and Staff

1) Faculty and staff will receive a copy of this written Plan upon hire and annually, thereafter. The Plan will also be available to faculty and staff in American Sign Language.

2) *New Hires*: All new employees will be required to participate in a foundational training on *Preventing Bullying and Implementing Intervention Strategies*. This training focuses on the importance of consistent responses to acts of bullying and a clear understanding that bullying is not conflict, but instead it is a one-way abuse behavior where there is repetition, power imbalance and an intention to harm.

3) *Annual Trainings*: Every year, thereafter, during the first week of school before students arrive, all staff including educators, administrators, school nurses, clerical support personnel, maintenance team, coaches, and classroom assistants will receive refresher training on TLC's Bullying Prevention and Intervention Plan, instruction on the laws and regulations that apply to bullying and retaliation, identifying bullying behavior, reporting procedures, IEP considerations, research regarding specific groups of students who may be at a higher risk for bullying, strategies to prevent bullying, and interventions that are effective.

3) *Additional Training*: Once more during the year, all staff will participate in trainings on the safe use of the Internet, cyber-bullying and its effect, along with strategies for supporting those students whose disability affects social skill development (i.e., Autism or inefficient language abilities, etc.) and can lead to significant and harmful power differences between and among students. This training will be done in each department and will focus on age-appropriate concerns that apply to the students in that department.

Certified ASL/English interpreters will be available, as needed, for all faculty and staff trainings.

4) Embracing *Diversity*: The Learning Center for the Deaf has an active and established school-wide Diversity Committee comprised of faculty and staff from all programs. This committee serves as a resource for professional development activities that can support our anti-bullying efforts. The following professional development trainings have been identified as important in establishing a common understanding of how to create and sustain a school culture that promotes safety, civil communication, and respect for differences:

- Cross-cultural communication and understanding
- Promoting and modeling the use of clear and respectful language
- Fostering an understanding and respect for diversity and difference
- Building relationships with families
- Engaging students in planning and decision-making
- Building classroom management skills
- Further deepening our understanding of Deaf culture

The Diversity Committee has scheduled a school-wide Diversity Fair in the spring.

SECTION 6: Teaching Bullying Prevention and Intervention

The Learning Center for the Deaf is committed to implementing a comprehensive approach to establishing a safe school environment. This includes direct teaching at all grade levels, along with

- Setting clear and healthy boundaries for students and staff
- Teaching about diversity and differences
- Establishing classroom routines that provide structure
- Using positive behavioral supports
- Encouraging adults within the school to establish positive relationships with students and to set good examples for social interaction
- Modeling, teaching, and rewarding healthy and respectful behaviors
- Creating an environment that encourages problem solving, collaboration, teamwork, and peaceful conflict resolution
- Using the Internet and electronic communication safely
- Supporting students' social and emotional development
- Encouraging students' interests and participation in non-academic areas and extracurricular activities that help them to build upon their strengths.

Curriculum and approaches

TLC understands that anti-bullying instruction and concepts dealing with respect must be introduced early in a child's life and consistently addressed throughout a student's development toward adulthood. TLC already uses several evidence-based curricula and approaches to help promote a safe school environment and is currently researching others.

Preschool

Since many youngsters come to our school at age 3 with little or no age-appropriate language skills, one important focus in the youngest classrooms is on developing formal language. Age-appropriate curriculum units have been designed by teachers for this young age group, as illustrated by the following curriculum map. Clear language and highly visual, "hands-on" approaches helps to make these important concepts real to our youngest students.

Kindergarten and Elementary

The Responsive Classroom- *The Responsive Classroom* (TRC) is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It is used throughout the elementary departments along with individual social skills training and weekly small groups that focus on pro-social behavior. This approach provides regular opportunities for student group meetings where issues that arise are discussed and positive behaviors are modeled. TRC utilizes parent handouts that offer insight and recommendations to parents in supporting positive social behavior.

Seven principles, as described in *TRC's* literature, informed by the work of educational theorists and the experiences of practicing classroom teachers, guide *The Responsive Classroom* approach:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach-individually, culturally, and developmentally- is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Steps to Respect - Steps to Respect (STR) was adopted at The Learning Center for the Deaf in 2004. It is an evidence-based program that addresses issues of bullying directly through lesson units, videos, posters, and activities and is used in grades 1 - 6. The *Steps To Respect* curriculum teaches elementary and middle school students to recognize, refuse, and report bullying, how to be assertive, and strategies to build friendships. *STR* also has a parent component with materials that are sent home as children progress through the various units throughout the year. Faculty and staff from various departments of the school have participated in *Steps to Respect* trainings, and together upon its initial implementation, they developed common reporting language and procedures.

The Michigan Model for Health Revised Curriculum has been used for many years here at TLC. The *Michigan Model for Health* is a comprehensive and sequential K-12 health education curriculum that aims to give school-aged children (ages 5-19 years) the knowledge and skills needed to practice and maintain healthy behaviors and lifestyles. It provides age-appropriate lessons addressing the most serious health challenges facing school-aged children, including social and emotional health; nutrition and physical activity; alcohol, tobacco and other drugs; personal health and wellness; safety; and HIV. Each grade level includes activities and lessons that teach students skills for dealing with bullying situations. The *Michigan Model for Health* facilitates learning through a variety of interactive teaching and learning techniques. Skill development through demonstration and guided practice is emphasized resulting in the development of positive lifestyle behaviors for students and families.

SECONDARY SCHOOL

Middle School Students (Grades 6-8)

Students participate in Health class throughout the middle school years. In this class, opportunities to discuss various issues of social respect and responsibility are included within the curriculum. In the Middle school years, *Second Step*, an anti-bullying curriculum developed by the same company that publishes *Steps to Respects* will be introduced in Fall 2011. To have an additional impact on the school's respectful culture initiative, TLC is using the Middle School Curriculum offered as a download through the Massachusetts Aggression Reduction Center (MARC) website as a supplementary resource.

Get Real, is another comprehensive curriculum taught in the middle school age classrooms, which addresses many aspects of physical, emotional and personal health. Specific units address diversity and differences.

Middle school counselors are in place and meet often with students for small group discussions about social behavior, bullying, differences in society, Deaf/hearing cross-cultural topics, and conflict resolution.

High School Students (Grades 9-12)

All high school students are enrolled in Health class for one full year. This class provides a broad overview addressing many issues of personal health, mental health, and self-awareness. Bullying and cyber-bullying are now addressed directly in this year long class.

The high school also sponsors a student Gay/Lesbian/ Straight/Alliance (GLSA) group that meets to plan and host discussions and activities related to specific areas of diversity.

Several assemblies are offered each year on issues of diversity and difference, Deaf culture, and cross-cultural communication.

Counseling staff members work individually with students or with small groups to address issues of conflict, diversity, bullying, and harassment.

As we prepared this Plan, we determined that the committees, speakers, assemblies, and units taught at the high school level did not constitute a bona fide evidence-based curriculum. The committee is very interested to see the data to be published this fall by MARC on its new high school curriculum, currently being piloted at two Massachusetts school districts.

For the time being, *Second Step* will be utilized at the high school level. *The Michigan Model for Health: Revised Curriculum* (previously described) was designed for all grades (k-12) and will also be utilized at the high school level.

Curriculum models being investigated must meet the following criteria:

- Must include a parent component
- Must be age-appropriate and not be overly reliant upon reading material, only. Videos, “hands-on” activities and visuals would be more effective with our students.
- Must directly address bullying and cyber-bullying prevention
- Must have been evaluated through research and have outcomes data, which demonstrates a positive impact
- If possible, it would be desirable to have evidence that it has been used effectively with deaf and hard of hearing persons.

SECTION 7: **Reporting Bullying or Retaliation**

Despite all preventive, educational, and pro-active measures, there exists the very real concern that bullying, harassment, and or retaliation may still occur. The following section provides guidance to faculty, parents, students and staff as to how TLC expects its community to proceed when this harmful behavior occurs.

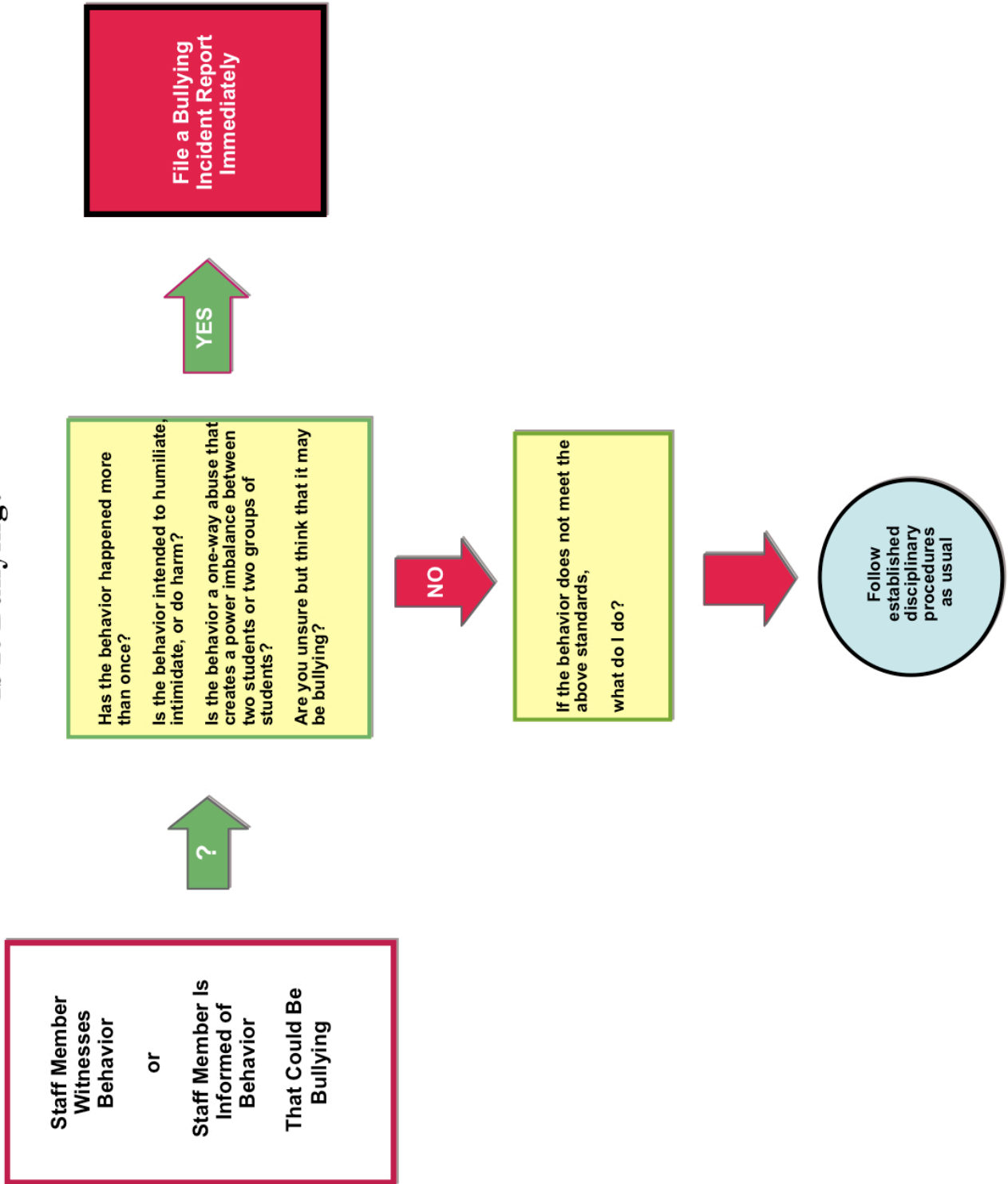
Bullying, harassment and retaliation will not be tolerated at TLC.

Each school faculty or staff member is required to report immediately to the Supervisor or Administrator any instance of bullying or retaliation that he/she becomes aware of or witnesses. Reports made by students, parents, guardians, or others who are not staff members, may be made anonymously. Reports of bullying or retaliation may be made by staff, students, parents, guardians, or others, and may be signed, oral, or written. Oral reports or reports made using sign language must then be recorded in writing.

The school will have several resources available to the school community to report bullying or retaliation including, but not limited to, an **Incident Report Form**, a dedicated email address, and the regular school mailing address where any administrator can be reached. Blank copies of the Incident Report Form will be available in the main office of each program, through school counselors, in the nursing offices, and included in each student/parent handbook provided annually. These handbooks will be provided in other prevalent languages used by families at TLC other than English.

At the start of each school year, new handbooks are distributed to students and parents/guardians. TLC will include in each handbook, at every level, a description of the reporting procedures and resources available, including the name and contact information of the supervisor or administrator. A copy of the Incident Report Form will be included in the handbook. This information will also be provided annually to staff and placed on the school web site.

Is It Bullying?



Reporting by Faculty and Staff

Faculty and staff members will report immediately to a supervisor if he/she witnesses or becomes aware of bullying, harassment, or retaliation involving a student. This requirement to report does not limit the authority of the staff to respond to behavioral or disciplinary actions consistent with school policies and procedures for behavior management and discipline.

Reporting by Students, Parents, Guardians, and Others

The school expects students, parent/guardians, or others who witness or become aware of bullying, harassment, or retaliation involving a student to report it to a supervisor or administrator. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor based solely on the basis of an anonymous report. Parents/guardians and others may request assistance from a staff member to complete a written report.

Students who believe that they are the targets of bullying, observe bullying behavior, or who have reasonable grounds to believe that bullying is taking place, are expected to report incidents either verbally or using the TLC Incident Report Form. Students will be provided safe, private, and age-appropriate assistance to report and discuss the incident with a staff member or supervisor. If a verbal report is made, the supervisor or administrator will assist the student in completing the form.

Employees, parents, or students should raise genuine concerns as soon as possible and make reports at any time without fear of reprisal.

Students who knowingly make a false accusation of bullying or harassment shall be subject to disciplinary action.

SECTION 8: Investigation

The following are standard guidelines for responding to a report of bullying or retaliation. All complaints will be taken seriously. These guidelines will be adapted as necessary to respond as appropriately as possible to the complaint.

The supervisor or administrator will investigate promptly any and all reports of bullying, harassment, or retaliation. In so doing, consideration will be given to the information available, including the nature of the allegation and the ages of the students involved.

Pre-Investigation: Before fully initiating the investigation, the supervisor or administrator will, among other things, determine if there is a need to take immediate steps to support and/or protect the alleged target from further potential incidents of concern. In taking such action, the rights of both the alleged target and the alleged aggressor must be taken into account. Possible adjustments to the school environment or increased supervision will be considered,

if needed, to enhance the target's feeling of safety. All steps taken in the investigative procedure shall be recorded.

Investigatory Process: Investigations will be conducted as quickly as possible and follow all applicable laws and regulations. During the investigation, students, staff, witnesses, parents/guardians, and others will be interviewed, as necessary. The investigator will seek to determine the basis of the complaint, gathering information from the complainant including:

- What specifically happened?
- Who committed the alleged act?
- Was the hurtful action repetitive?
- Did the action create or foster a power imbalance between 2 youngsters or groups of students?
- Who was present or who may have relevant information?
- Is there any evidence to consider?
- When did the event(s) occur?
- Where did the event(s) occur?

It is helpful to have the facts in writing. If age appropriate, the complainant will be asked to sign and date the written complaint. If the complainant cannot or chooses not to sign, the investigator will record the allegations, read them, or use ASL to restate them aloud to confirm accuracy and sign/date the document her/himself.

Interviews

Once the allegations are established, the investigator will gather all evidence. This will likely include interviews with the alleged aggressor, witnesses, parents and/or staff. Interviews may be conducted by the supervisor or administrator, and in consultation with the school counselor, as appropriate. ASL interpreters will be used when necessary.

Since bullying is considered a violent act, the target and aggressor will never be interviewed together or required to interact through mediation during an investigation.

It is important to remind the alleged aggressor, the target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

All investigations will be consistent with current school policies and procedures.

To the extent possible, given the responsibility to investigate and address the matter, the investigator will maintain the confidentiality of the complainant and the witnesses.

The supervisor or administrator, upon determination of a viable report, will promptly contact the parents/guardians of the student who has been an alleged target and the parents of the alleged aggressor. The administrator may only disclose information to a parent about his/her own child.

SECTION 9: Determinations and Further Reporting Procedures

School personnel must weigh all of the facts and circumstances objectively to determine if the alleged events occurred and if a charge of bullying or retaliation is substantiated. If, after investigation, bullying or retaliation is substantiated, the supervisor or administrator 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 supervisor or administrator will:

- 1) determine what remedial or adaptive action is required, if any, and
- 2) determine what responsive actions and/or disciplinary actions are necessary.

As with the investigation, the response will be individually tailored to the circumstances, taking into account the nature of the behavior and the ages of the students involved. All disciplinary actions for students who have committed acts of bullying or retaliation will be in accordance with the school's disciplinary policies as detailed in Student Handbooks.

Disciplinary action will take into account the need to balance accountability with the student's age and the need to teach appropriate behavior. There exists a range of age-appropriate disciplinary actions that may be used, as identified in each department's handbook and in accordance with administrative disciplinary policies and applicable state and federal laws.

Depending upon the circumstances, the supervisor or administrator 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. Opportunities for individual skill-building or working in collaboration with school counselors, teachers, and parents to help reinforce the development of positive social skills may be appropriate responses for individual students and is encouraged.

Reporting to Parents or Guardians

The principal or designee 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 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 target's parent or guardian about the disciplinary action taken toward another student unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information about the process that was followed leading to a determination of whether bullying did occur, what general measures are being taken to protect the target from further acts of bullying or retaliation, and what is being done to ensure that the target is reassured.

Reporting to Administrators of Another School or School District

If the reported incident involves students from more than one school, public/charter school, non-public school, approved private special education day or residential school, or collaborative school, the supervisor or administrator 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 prompt and appropriate action.

Reporting to Law Enforcement

TLC has a strong and long-standing relationship with local law enforcement personnel. They are familiar with our campus and several have taken sign language classes with our instructors. TLC considers these relationships essential to the well being of our students. The administrator will notify the local Police Department if he/she has a reasonable basis to believe that criminal charges may be warranted and will cooperate fully in any subsequent police investigations.

If an incident occurs on school grounds and involves a former student under the age of 21 years who is no longer enrolled at the school, the administrator will contact the local law enforcement agency promptly, if he/she has reasonable basis to believe that criminal charges may be pursued against the aggressor.

Reporting to the Executive Director of The Learning Center for the Deaf

A regular summary report of investigations will be provided to the Executive Director to be shared with the Board of Directors, when appropriate.

SECTION 10: Collaboration with Parents

Parent Education and Resources

The Learning Center for the Deaf believes that parents and families are a child's primary teachers and that the students benefit most when school and home work collaboratively as partners. The Learning Center for the Deaf will offer education programs and resources to

parents and guardians that are focused on ways that families can support bullying and cyber-bullying prevention and intervention efforts. Programs and resources may be offered in collaboration with the existing parent groups and by departments. TLC will provide resources for parents on the school web site, including specific information about online safety and the potential threats of cyber-bullying.

Notification Requirements

The school will inform parents and guardians about the curricula being used that address anti-bullying. TLC will also make available the excellent information for parents that is provided in the various curricula already in use. Written notice will be sent home each year about the student-related sections of the Bullying Prevention Plan, along with the school's Acceptable Use policy for the Internet. These will be provided languages other than English, as needed. The complete Plan will be posted on the school's web site.

All school handbooks will include relevant sections of this Plan.

SECTION 11: Access to Resources

The Learning Center for the Deaf recognizes that the underlying needs of targets, aggressors, and families must be addressed in a truly respectful environment. The school is also aware of the limited resources available to those who are deaf or hard of hearing and who would benefit from counseling, social work, or mental health services in the larger community.

School Resources

Beyond education in our classrooms, TLC has a school counseling staff that is skilled and prepared to work with students and families to prevent, intervene early, and to respond effectively to bullying. This team is linguistically and culturally competent in working with youth who are deaf and hard of hearing, and they have developed strong relationships with the community resources that are available to help, including Wraparound services geared specifically for those families with a deaf or hard-of hearing member who need additional support. TLC also employs the skilled services of a Behavior Analyst to help design the broadest range of appropriate responses possible within our school setting. This may include functional behavioral assessment, individually designed behavior plans, and/or consultation to classroom staff.

Special Education Requirements

The faculty at TLC will consider and address the needs of those students who, by nature of a disability or weak social skills development, may be especially vulnerable to bullying or teasing, etc. This will be accomplished primarily through the student's IEP process, in collaboration with the child's educational TEAM. Skill-building, social skills awareness and instruction, language and vocabulary building, self-advocacy skills, and a plan to reduce problem behaviors could all be considered as appropriate support.

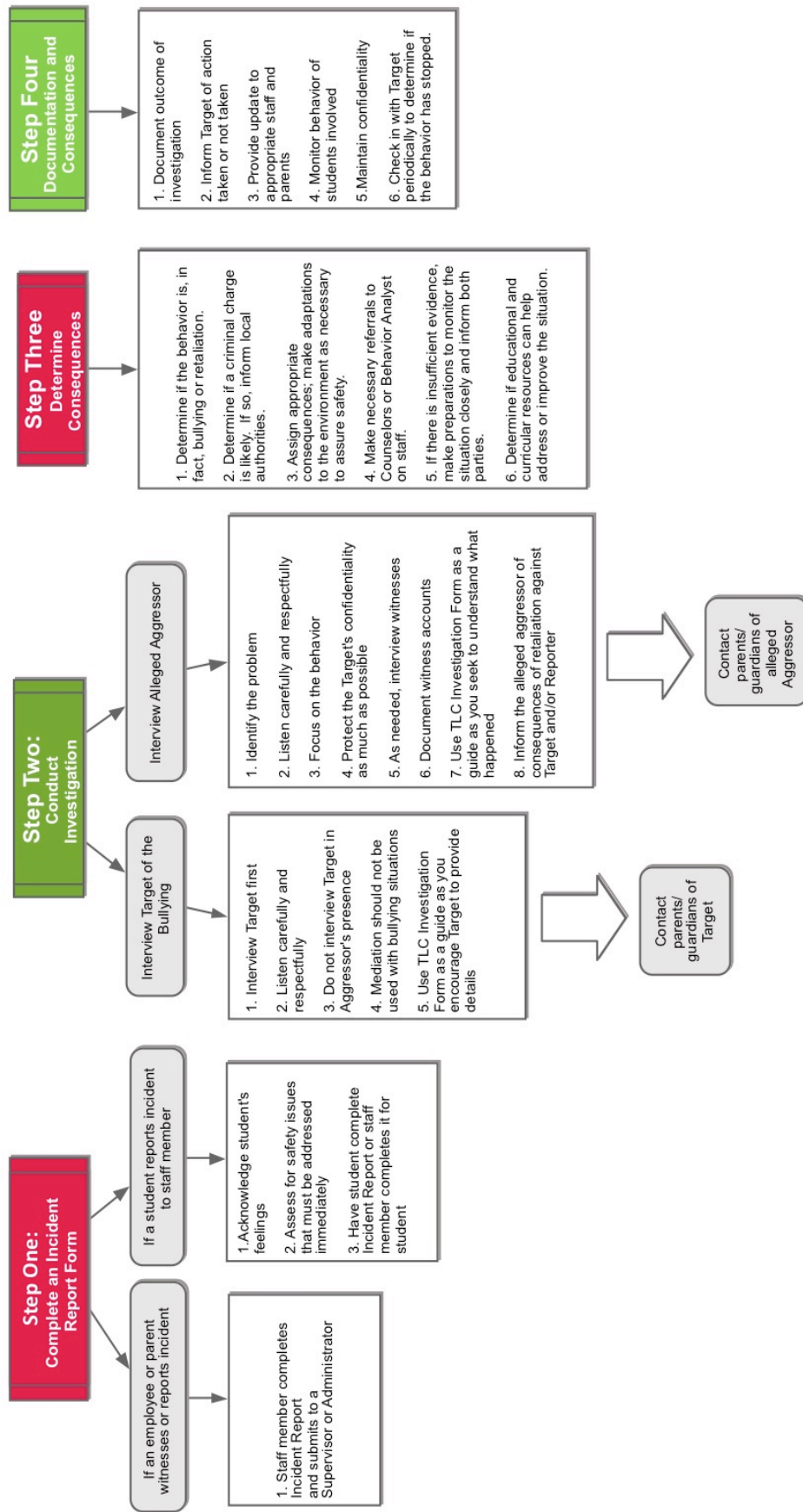
SECTION 12: Relationships to Other Laws

Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to this approved special education school or in obtaining the advantages, privilege and courses of study of this school on account of race, color, sex, religion, national origin, or sexual orientation.

Nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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

ACTION STEPS ONCE A REPORT OF BULLYING OR RETALIATION IS RECEIVED AT TLC



The Learning Center for the Deaf

Bullying Prevention and Intervention Report Form

1. Name of Reporter _____

(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)

Check if you are: a target of the behavior the reporter (not the target)

Check whether you are a: student staff member parent administrator Other _____

How do you prefer we contact you? _____

2. Information about the Incident:

• Name of Target(s) _____ Elem/Secondary/WS
(Person who is the subject of the behavior)

• Name of Aggressor _____ Elem/Secondary/WS
(Person who is engaged in the behavior)

When did the incident(s) occur? Time? _____

Before School Morning Lunch After School Evening Other

Location of Incident(s) _____

Hallway Restroom Classroom Cafeteria/Gym Outdoors Residence Other

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

Name _____
 Student Staff Other _____

Name _____
 Student Staff Other _____

Name _____
 Student Staff Other _____

4. Describe the details of the incident (Be specific and continue on back of form to fully explain what each person did or said.)

Complete Both Sides Of Form

The Learning Center for the Deaf
Bullying Prevention and Intervention Incident Report Form (page 2)

Signature of Reporter or Person filling out this Form

Date _____

ADMINISTRATIVE USE ONLY

Investigation Assigned to:

_____ **Date:** _____

Title _____

CONCLUSIONS

1. Findings of Bullying or Retaliation?

YES

__ Bullying

NO

Incident documented as _____

__ Retaliation

Discipline referral made to whom? _____

2. CONTACTS MADE

Target's Parent/Guardian

Date: _____ Time _____

Aggressor's Parent/ Guardian

Date: _____ Time _____

District Liaison

Date: _____ Time _____

Law Enforcement

Date: _____ Time _____

3. ACTION TAKEN

Loss of Privileges Detention Suspension Community Service Other

Education/Research Letter of Apology Referral _____

4. Describe Safety Planning

Follow-up with Target scheduled for _____

Follow-up with Aggressor scheduled for _____

Signed and Forwarded to Director

_____ Role _____

Date: