

Maya Angelou Schools/See Forever Foundation
Bullying Prevention Policy
2021 – 2022 SY

Definition: MAPCS believes that bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to his person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by and agency, educational institution, or grantee

Acts of bullying, including cyber-bullying, whether by youth, volunteers or staff, are prohibited:

1. On **MAPCS** grounds and immediately adjacent property, at **MAPCS** -sponsored or related events on and off **MAPCS** grounds, on any vehicle used for **MAPCS** business, at any transit stop at which youth wait to be transported to **MAPCS** business, or through the use of any electronic devices owned by the **MAPCS**, leased by the **MAPCS** or used for **MAPCS** business;
2. At a location or function unrelated to the **MAPCS**, through the use of any electronic devices, including those not owned or leased by the **MAPCS**, if the acts of bullying or cyber-bullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the **MAPCS**, or materially and substantially disrupt the orderly operation of the **MAPCS**. Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

MAPCS will establish a culture of respect and safety. As part of this commitment, **MAPCS** will incorporate bullying prevention messages and efforts into all aspects of school programming. Additionally, staff will be committed to creating a positive and respectful environment. Safe, positive environments are best supported by an active partnership between **MAPCS** and the community.

Where possible, **MAPCS** will coordinate education efforts with other District agencies to effect citywide community education and awareness. **MAPCS** expects youth to behave in a way that supports **MAPCS's** objective to provide a safe and welcoming environment for other youth, **MAPCS** staff, and community members. Youth who are part of the **MAPCS** community are expected to:

1. Treat all members of the **MAPCS** community with respect;
2. Respect the property of **MAPCS**, its staff and other youth connected to **MAPCS**;
3. Respond appropriately to instructions from **MAPCS** staff.

MAPCS will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, information on how to refer incidents of bullying to the **Principal** or his/her designee. Additionally, students will receive pertinent information about the various forms of bullying and appropriate ways to interact with their peers, during one of the group counseling offerings. During group counseling, members of the Clinical Services Team will deliver evidence-based Social and Emotional Learning (SEL) - themed curricula to all students. One such curricula, *Overcoming Obstacles* includes several lessons on the impact of bullying and how students can negotiate this difficult experience. Some of the topics addressed in this curriculum include:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);
3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation; including others; joining in with others).

Types of Bullying

Cyber-Bullying

Cyber-bullying is the use of electronic information and communication devices to, included but not limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites that:

1. Deliberately threatens, harasses, or intimidates an individual or group of individuals;
or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

A safe and civil environment in a school is necessary for students to learn and achieve high academic standards. Cyber-bullying by a MALC student directed toward another student or school staff member is a conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. MALC prohibits acts of cyber-bullying by its students. **Per the Parent & Student Handbook, the Principal or designee may report allegations of cyber-bullying or social media libel are police matters to be handled by parents and not the responsibility of the school.**

Student Bullying, Harassment, or Intimidation

A person is **bullied** when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is **harassed** when he/she perceived or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is **intimidated** when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in, or benefit from, the school's educational programs or activities is adversely affected.

Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in MAPCS. Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set forth in this Parent & Student Handbook.

Students may report bullying, harassment, or intimidation without fear or harmful consequences. Students, parents, close adult relatives, and/or staff are strongly encouraged to report any time you believe there is an incident of bullying, harassment or intimidation.

Additional definitions, guidance and relevant forms are listed as Addendums

Reporting an Incident of Bullying

MAPCS will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
 - a. Reliable contact information for the victim, bully and any witnesses
2. Relevant attributes about the victim, bully and any witnesses including:
 - a. Any prior incidents involving either the victim or bully?
 - b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
 - a. Where the incident took place?

- b. What time the incident took place?
- c. What type(s) of bullying it was (ie. physical, verbal, cyber and relational)
- d. What factors drove the incident of bullying (i.e. social status, personal appearance, race and sexual orientation)
- e. Was there an adult present?
- f. Context of the incident

MAPCS will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows all reports of bullying to be made anonymously. Additionally, all staff at **MAPCS** will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. Below are some of the risk factors of being both the victim and bully:

Risk factors for being a victim in an incident include:

- 1. Individual factors
 - a. Cautious, sensitive, insecure personality
 - b. Difficulty asserting themselves among peers
 - c. Physical weakness, particularly in boys
- 2. Parental factors
 - a. Possible over-protective parents
- 3. Peer risk factors
 - a. Lack of close friends

Risk factors for being a bully in an incident include:

- 1. Individual factors
 - a. Impulsive, hot-headed, dominant personality, lacking empathy
 - b. Difficulty conforming to rules and low frustration tolerance
 - c. Positive attitudes toward violence
 - d. Gradually decreasing interest in school or academic achievement
- 2. Parental factors
 - a. Lack of parental warmth and involvement
 - b. Overly-permissive or excessively harsh discipline/physical punishment by parents
 - c. Lack of parental supervision
- 3. Peer risk factors
 - a. Friends/peers with positive attitudes towards violence
 - b. Exposure to models of bullying

MAPCS staff who believe that a youth is at risk of being a victim or bully will send the youth to the Principal who will meet with the student to discuss the details of the alleged bullying. *The Principal may opt to include the student's Clinical Counselor or Student Support Specialist to assist with the interview process. The goal is for the student to feel supported and comfortable so that he/she can accurately explain the nature of the allegations.* The **Principal** or his/her designee, will also call to notify the student's parent/guardian of the bullying allegations and anticipated timeline of the investigation.

MAPCS expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the **Principal**, who will create a written report of a bullying incident and include the incident in **MAPCS** reports of bullying incidents to city agencies upon request. Youth, parents, guardians, and community members are encouraged by **MAPCS** to report any incidents of bullying they witness or become aware of.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by **MAPCS** solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in **MAPCS's** bullying database.

The MAPCS Policy directs staff to provide for the safety of alleged victims of bullying at the inception **and** during the course of an investigation. The Policy lists who must be notified about an incident of bullying, including **at minimum**:

- Parents and guardians of all victims, bullies, and if appropriate, witnesses
- Schools and connected agencies if youth from multiple agencies are involved in an incident
- Law enforcement (if the bullying behavior may involve criminal activity)
- Policy requires that an investigation take place no later than 30 days after the receipt of an incident report

Sanctions and Remedies for Bullying

1. The MAPCS Policy ensures that sanctions are applied consistently, fairly, and equitable
2. The MAPCS Policy provides procedures by which the consequences for bullying will be communicated to youth in contact with an outside agency
3. The MAPCS Policy includes a list of sanctions that will be applied to an incident of bullying and the circumstances under which they will be applied

Referral to Services

1. The MAPCS Policy provides a process for referring victims, bullies and witnesses to clinical services within the school or to a staff member for restorative conversation to take place if possible
2. The MAPCS Policy dictates who will be informed about the referral of a youth to services

Services for Bullies, Victims and Witnesses

1. The MAPCS Policy prevents noting services provided to youth as a disciplinary action whenever possible. Rather, the goal is to “repair the harm” and facilitate a restorative conversation between the victim and the bully
2. The MAPCS Policy orients service provided to victims and witnesses around restoring the youths’ sense of safety and teaching them to respond to incidents of bullying constructively

Prohibition against Bullying

1. The MAPCS Policy includes a statement prohibiting bullying
2. The MAPCS Policy includes a statement prohibiting retaliation for reporting bullying
3. The MAPCS Policy encourages a youth advisory panel (i.e. Ambassadors)/student government association to use their platform to discuss bullying and educate the school community

Publication and Contact Information

1. The MAPCS Policy outlines the procedures for policy distribution through the agency website and to the youth and parents in contact with the agency
2. The MAPCS Policy mandates making publically available the contact information for agency bullying prevention personnel at the campus level

Primary Prevention Strategies

1. Create positive school climate and atmosphere
2. Intentional efforts to improve parent engagement
3. Code of Conduct (Policy includes a code of conduct for, at minimum, youth in contact with the agency)
4. Training and Professional Development
5. The use of evidenced-based curriculum which includes Bullying Prevention strategies (Policy provides guidelines for integrating a bully prevention curriculum into all youth serving agency activities). The policy mandates that the curriculum includes many of the following:
 - a. Self-regulation
 - b. Perspective taking
 - c. Emotion management
 - d. Problem-solving
 - e. Communication skills
 - f. Friendship skills
 - g. Ensures that adopted curricula align with the OSSE Health Education Standards.
7. Data Collection
8. Data Collaboration
9. Incident Database
10. Incident Measures. The Policy mandates the collection of:
 - a. Contact information for victims, bullies, and witnesses of a bullying incident
 - b. Relevant attributes about the victims, victims, and witnesses of a bullying incident such as prior disciplinary incidents
 - c. Information on the nature of a bullying incident such as where the incident took place and what type of bullying it was
 - d. Policy mandates that this information will only be collected as long as the safety of the victim can be maintained
 - e. Policy mandates that this information will only be collected as long as anonymous reporting of incidents can be maintained

Identifying At-risk Groups

The **MAPCS** Policy directs agency staff to actively engage with youth who are at-risk of being victims or bullies in a bullying incident.

Referral Procedure

The **MAPCS** Policy defines a referral procedure for at-risk youth that matches them to appropriate services and restricts noting youth referrals to service as disciplinary action.

Controlling At-Risk Areas

The **MAPCS** Policy will include procedures for addressing physical agency locations that have been determined to be high risk areas for bullying incidents. The Policy will mandate that the school takes steps to secure at-risk areas no more than a month after learning about them.

Secondary Services for At-risk Youth

1. Policy prevents noting services provided to youth as disciplinary action
2. Policy lists the attributes of a youth that will be considered when determining the appropriate service

Tertiary Prevention Strategies: Reporting Incidents of Bullying

1. Policy includes a procedure for staff reporting of bullying incidents
2. Policy includes a procedure for entering reports of bullying incidents into a database
3. Policy includes mechanisms that will allow youth, parents, and other agency community members to report incidents of bullying incidents
4. Policy includes a mechanism for anonymous reporting of bullying incidents
5. Policy provides that no disciplinary action will be taken solely on the basis of an anonymous report

Investigating Incidents of Bullying

1. Policy mandates a procedure for investigating incidents of bullying
2. Policy directs agency staff to provide for the safety of alleged victims of bullying at the inception **and** during the course of an investigation
3. Policy lists who must be notified about an incident of bullying, including **at minimum:**
 - a) Parents and guardians of all victims, bullies, and if appropriate, witnesses
 - b) Law enforcement if the bullying behavior may involve criminal activity
4. Policy requires that an investigation take place no later than 30 days after the receipt of an incident report

Sanctions and Remedies for Bullying - MAPCS has created a task force to review the following:

1. Sanctions that are applied consistently, fairly, and equitably
2. Procedures by which the consequences for bullying will be communicated to youth in contact with an agency
3. A list of sanctions that will be applied to an incident of bullying and the circumstances under which they will be applied

4. Referral to Services
5. Services for Bullies, Victims and Witnesses
6. Rewards for Third Party Preventions
7. Appeals Process which allows for dissatisfied parties to appeal the outcome of an investigation to a higher agency authority

Addendums

Bullying Incident Report

Personal Information

1. [Optional] Name of person filing the report: _____

Please note that a report of bullying may be made anonymously. However, no disciplinary action will be taken solely in response to an anonymous report. The report may be the basis for an investigation that supplies additional information needed to undertake disciplinary action.

2. You are the:

a. Victim of this behavior: _____

b. Witness to an incident: _____

3. You are a:

a. Youth: _____

b. Parent/Guardian: _____

c. Staff member (please specify): _____

d. Other (please specify): _____

4. [Optional] Your contact information:

a. Phone: _____

b. Email: _____

Incident Information

Name(s) of victim: _____

Name(s) of bully: _____

Date and Time of Incident

Date: __/__/__

Time: __:__ AM/PM

Type of Aggression

Please check all that apply to this incident

Verbal ____

Physical ____

Written ____

Cyberbullying ____

Relational ____

Location of Incident - *Please check all that apply to this incident*

Classroom ____

Hallways ____

Cafeteria ____

Bathrooms ____

Locker Room ____

On the Way to School ____

Other Campus Location (specify): _____

Off Campus Location (Cyber Bullying) ____

Off-Campus Location (Verbal/Physical- specify): _____

Witnesses (*Please list people who have information about the incident*)

Name: _____ Student: ____ Staff: ____ Other (specify): ____

Name: _____ Student: ____ Staff: ____ Other (specify): ____

Name: _____ Student: ____ Staff: ____ Other (specify): ____

Context _____

Please return this form to the Principal or Designee

Harassment, Intimidation or Bullying (HIB) - Targeted Student Safety Plan

Definitions & Guidance:

Our school provides a safe and secure learning environment that is free from of **harassment, intimidation or bullying (HIB)**. Especially vulnerable students who have been the **alleged targets** of HIB may need special protection to ensure their emotional and physical safety is secure during investigations and/or after sanctions have been imposed on aggressor students.

This safety plan template raises key issues for you to consider to assist in the protection of a vulnerable student and in the writing of a safety plan. It is understood that each situation is different and that additional considerations may be included.

It is recommended that this **Student Safety Plan** be completed by the school's **existing safety, discipline or student support team**. Examples of such groups include a school's Student Support Services Team (SST), SPED Team or/and Admin Team. It is also recommended that the targeted student and a member of the targeted student's family be involved in the development of the plan. Once the plan has been developed by the team, the principal, deans and SST will see that it is implemented with the student and his/her family. The principal will also share this plan with all necessary school staff. The classroom teachers will leave a copy of the plan for any **substitute teachers** who come in. The plan involves two components: the actions **school staff** will engage in and the actions the **student** will engage in. The plan has a **definite start and a proposed end date**. It is meant to cover the **entire school day**, from the time a student boards a bus in the morning until he/she departs the bus at the end of the day. The targeted student needs to be safe during **before-school and after-school activities**, and protected from any **new bullying done by others** in support of the initial aggressor or in retaliation for reporting or discipline actions.

The plan designates a **Primary Staff Contact** for the targeted student. This person might be the staff person to whom the student first reported the HIB, or with whom the student feels most comfortable. It might also be his/her homeroom teacher, counselor or another classroom teacher.

It is the intent of this plan that it be carried out in a way which is **minimally intrusive**. School layout, passing times, grade levels and configurations and availability of staff may impact the plan. It will be necessary to adapted to the building. For example, if there are locations which are known to be particularly dangerous for the student, those areas need to be identified and monitored. (An additional template is available which more closely fit the needs of primary grades.)

**Maya Angelou Schools/See Forever Foundation
HIB Targeted Student Safety Plan**

Student's Name: _____

Primary Staff Contact: _____

Grade: _____ SPED: Yes ___ No ___ 504 Plan: Yes ___ No ___

Plan start date: _____ Proposed End date: _____

A. School/Staff:

1. All school staff will be apprised of this safety plan and will make every effort to implement it successfully.
2. Any school staff who witness or are otherwise made aware of any harassing, intimidating or bullying behavior directed toward the student will intervene immediately and will report such behavior to the principal/dean/counselor.
3. **Classroom and Passing Times:**
 - Mr./Mrs. _____ will be designated as the student's primary point of contact (trusted adult) on staff.
 - Mr./Mrs. _____, the student's teacher, will keep the student and his/her aggressor separated in the classroom and during class activities.
 - Classroom teachers will keep the student and his/her aggressor separated in the classroom and during class activities
 - Our school security staff and Admin. will be visible in the hall and will monitor the student during all passing times.
4. The student will visit his/her Clinical Counselor and/or Student Development Manager on a daily basis at an agreed upon time to ensure that the plan is working. If the student does not or cannot visit this person at that time, the designated person will locate and check with the student.
5. The school will immediately report any harassing, intimidating or bullying behavior which it is made aware of to the student's parents.
6. Other: _____

B. The Targeted Student:

1. The student will not have face to face contact or online contact with the aggressor while this plan is in effect.
2. The school Clinical Counselor and/or Student Development Manager will identify support(s) to ensure the student feels safe.
3. The student will visit his/her Clinical Counselor and/or Student Development Manager on a daily basis at an agreed upon time to ensure that the plan is working. If the student does not or cannot visit this person at that time, the designated person will locate and check with the student.
4. The student will report any breach of this plan to his/her parents, designated trusted adult, teacher, or other staff person immediately
5. The student will also report any such behavior which occurs as a result of this plan off campus and/or outside of the regular school day.
6. Other: _____ .

Parents/Family:

1. Parents and other family members agree to monitor and support the student with this Safety Plan, monitor the student's use of technologies, and contact school if the problem persists.
2. Parents are welcome to contact the school at any time to check on the effectiveness of the plan.

If threats and harassment continue and/or escalate, law enforcement may be called in. This plan is in place from _____ through _____, at which time it will be reviewed, revised or continued, if necessary.

We agree to the Safety Plan as stated above.

Student

Parent

Principal

Date

Clinical Counselor

Date

**INVESTIGATIVE FINDINGS FROM AN
ALLEGED INCIDENT OF BULLYING**

Incident Information

Name(s) of victim: _____

Name(s) of bully: _____

1. Finding of bullying or retaliation:

Yes No

Bullying Incident initially referred by: _____

Retaliation Discipline referral only: _____

2. Action Taken:

Out of School Suspension ISS Recommendation for Expulsion

Community Service Restorative Conversation No Action Necessary

Other _____

3. Specifics about the findings from the investigation:

Signature and Title: _____ Date: _____