



CATHOLIC MUTUAL GROUP

Anti-Bullying and Harassment
Resource Binder



CATHOLIC
MUTUAL GROUP

August 2018



Dear Catholic School Parents and Students,

Welcome to the 2018-19 school year at **[SCHOOL NAME]**. We are excited to begin classes and activities, and eagerly await a campus full of students, staff, and energy. It is our goal for each of our students to:

- Grow in a manner that prepares them to live as self-directed, caring, God-loving, responsible citizens
- Develop their potential in a trust-filled atmosphere of a Catholic, Christian Community
- Exhibit beliefs and behaviors consistent with Catholic teachings

Our school prides itself on academic excellence and the variety of experiences we offer all of our students. Regular attendance is the KEY to your student's success during the school year. Parents are an integral part of their student's success, both academically and in working collaboratively to help ensure a safe learning environment. Our staff works diligently to ensure every student learns in an environment free of harassment and inappropriate behaviors.

The school utilizes a number of strategies designed to positively impact school climate which, in turn, increases student academic success. A selection of the strategies is listed below:

- Counselors to assist students
- Greeters to help students and parents feel welcome
- Anonymous reporting hot-line for students and parents
- Annual training on bullying behaviors for all staff
- School Bullying Prevention/Response/Intervention/Plan on file
- Reporting procedures for all staff
- Ride the Wave of Kindness Student Initiative
- Wide range of clubs and activities to help kids feel a sense of belonging
- Social Responsibility themes and discussions in classrooms
- Arch/Diocese implemented Bullying and Harassment Policy
- Annual parent education program on bullying and collaborative efforts
- School Bullying Prevention Committee
- Positive Behavior Interventions & Support (PBIS) implemented in school
- All new students assigned a mentor for four weeks
- Internet safety and anti-cyberbullying curriculum integrated in school

If at any time during the school year you detect problems with your child academically, emotionally, or spiritually, please involve us immediately. We are here to help in all aspects of your child's development.

Sincerely,

Principal

Model Bullying Harassment Response Intervention & Prevention Policy Checklist

*All listed components, if addressed by state law, should be consistent in language, intent, and content.

- _____ 1. Definitions of traditional bullying behaviors including examples
- _____ 2. Definitions of electronic bullying including examples
- _____ 3. Applicability of Policy/Code of Conduct to off-campus incidents
- _____ 4. Requirement for written, school based, prevention/intervention and response plan for staff with an annual review
- _____ 5. Requirement for training of all district staff inclusive of volunteers including record keeping for completion and attendance. Training requirement to include contractual provisions with private service providers where there is regular and ongoing contact with students in an educational or supervision setting
- _____ 6. Reporting process inclusive of certificate/licensed, support, and contractual personnel and methods established for direct report by students and/or parents
- _____ 7. General investigative process inclusive of time for beginning and completion, personnel designated to conduct such, and notification and communication with parents



[SCHOOL NAME]

Bullying and Harassment

Prevention, Intervention and Response Plan

20XX – 20XX School Year

Table of Contents

| | |
|--------------------------------------|--------|
| Introduction..... | page 2 |
| Definitions | page 3 |
| Expectations | page 4 |
| Reporting..... | page 4 |
| Investigation Procedures | page 5 |
| Training and Staff Development | page 6 |
| Documentation and Records | page 6 |
| Prevention Strategies..... | page 7 |
| Response to Bullying..... | page 8 |

Introduction

[School Name] is part of the teaching ministry of the Roman Catholic Church. Through education, we seek to prepare each student to proclaim the Good News and to transform oneself and society with God's help. We integrate religious truth and values within our daily lives, and we are committed to a Christian educational environment conducive to spiritual, intellectual, social, emotional, and physical growth of each student. As part of our commitment, we promote learning and the prevention of all forms of bullying and other harmful and disruptive behavior that might impede the learning process.

As a school community, we will take the necessary steps to create a safe, supportive environment for vulnerable populations in the school community, and we will endeavor to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

[School Name] will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying or retaliation in our school buildings, on school grounds, or during school related activities. All reports and complaints of bullying and retaliation will be promptly investigated, and the administration will take prompt action to address such behavior and restore a sense of safety for all.

Definitions

Bully - a student or adult that engages in bullying behaviors

Bullying - repeated behavior by one or more individuals directed to another by written, verbal or electronic communication and/or physical contact including gestures or body language which may be:

- 1) Interpreted as threatening or demeaning or meant to cause emotional harm or distress to the targeted student(s)
- 2) Interpreted as intentional by both the targeted student(s) and investigating personnel
- 3) Inflicted by the aggressor in a manner that creates a hostile learning environment for the targeted student(s)
- 4) Created or promoted by an imbalance of power between the aggressor and the targeted student(s)

Bystander - one or more individuals present viewing the bully's actions toward the targeted classmate(s) that encourages, promotes, or otherwise supports the bullying including remaining and acting as an audience for the bully

Confidentiality - the expectation that anything said, done or revealed will be kept private

Cyber Bullying - bullying directed to one or more individuals through the use of technology, including but not limited to, electronic communication devices and displayed as email, images, text messages, postings, or conversations

Hostile Learning Environment - the impact from the actions of one or more individuals to a student(s) that results negatively in the education received by the targeted student(s)

Retaliation - any action, verbal or otherwise, interpreted as reprisal directed to an individual that reports bullying or an individual that attempts to help the targeted student(s)

Reclassified - facts uncovered during the investigation do not support a finding of bullying but do support a violation(s) of other sections of the Student Code of Conduct

Substantiated - facts uncovered during the investigation support a finding that bullying occurred

Unfounded - facts uncovered during the investigation indicate no violation of the Student Code of Conduct

Unsubstantiated - facts uncovered during the investigation are conflicting and inconclusive in establishing a definitive finding that bullying occurred

Witness - one or more individuals present viewing the bully's actions toward the targeted classmate(s) and not exhibiting behaviors consistent with being a bystander

Victim or Target - one or more students that are recipients of bullying

Expectations

All staff and faculty and other adults regularly working with students at **[School Name]** are expected to be observant for both students engaging in bullying behaviors and those exhibiting characteristics of having been bullied.

Furthermore, all are expected to be familiar with and adhere to all provisions in the school's policy, as provided below, and procedures and directives for preventing, responding, reporting and intervening in bullying.

Reporting

Every student, staff member and parent of **[School Name]** has an ethical and moral obligation to report when they have reason to believe bullying has or is occurring. Additionally, staff has a legal obligation to report, and **[School Name]** has directed all staff to notify the principal or his/her immediate supervisor as soon as possible.

Staff will provide a written account of the incident using the Bullying & Harassment Report Form available from the school.

Students are taught to notify the nearest adult when they have knowledge bullying has or is occurring. Students will be provided a Bullying Report Form and instructed to detail their observations and knowledge of the incident(s).

Students are also provided a way to reporting anonymously. They may report by submitting an unsigned "Bullying Report Form" or by using an anonymous online reporting process as part of the school's website.

Parents are encouraged to report bullying to **[School Name]** by directly contacting an administrator or teacher. Parents may also use the online reporting process by completing an electronic copy of the Bullying Report Form or by obtaining a hard copy of the report form from the school office. Options for reporting bullying by parents or students are detailed in the Parent Student Handbook.

When a reporting parent or student requests to remain anonymous, school officials will attempt to honor the confidentiality of the individual to the degree permitted by law. Whether anonymous or not, all reports of bullying will be fully investigated by the Principal or designee assigned to do so.

Investigation Procedures

All reported and observed acts of bullying and harassment will be investigated by **[School Name]** personnel. The following guidelines outline the general investigative procedures; however, specifics for individual investigations may vary depending upon circumstances.

- An administrator or designee is responsible for investigating reports of bullying. Reports will be directed to his/her attention, and an investigation will be initiated within two business days.
- Parents of the targeted student(s) and of the alleged bully(s) will be notified as soon as enough information has been gathered to provide basic information to one or both parents. This should occur within 24 hours from the beginning of the investigation.
- Investigations may include but are not limited to:
 - *Interviews with all affected students including witnesses, bystanders and adults with potential knowledge of the reported incident*
 - *Written statements from all parties having pertinent information*
 - *The collection and review of any evidence such as notes, recordings, images or affected properties*
 - *Notification of law enforcement when requested by the target or parent(s), OR when there is sufficient reason to believe a criminal act was committed OR if reporting is required by Statute or the school believes it is essential to maintaining a safe and orderly environment*
 - *Periodic updates to parents of the targeted student(s) and the alleged bully(s)*
 - *Updates, as appropriate, to staff with a need to know*
 - *Updates and contacts included in investigative reports with parents of all affected parties notified, as appropriate to circumstances, of the findings and determination related to the report of bullying*
 - *A summary of findings indicating the report of bullying was either “Substantiated”, “Unsubstantiated”, “Reclassified” or “Unfounded”*

Training and Staff Development

All staff and faculty, including those individuals serving in a substitute or regularly scheduled volunteer role, will receive annual training in the recognition and response to bullying behaviors. When possible, the training will be conducted as a part of pre-service activities.

Personnel hired after the beginning of the school year will be required to attend an in-service program on bullying prevention or participate in comparable approved online training if available.

All individuals working in the capacity of substitute staff will complete training in bullying recognition and response practices. Individuals may elect to voluntarily attend the pre-service training event, participate in training offered during the school year, access online comparable approved training, if available, or provide documentation indicating completion of training from another organization deemed to be sufficient by the **[School Name]**.

Individuals volunteering on a regular basis at **[School Name]** may choose between attending a scheduled school training activity on the recognition and response to bullying, or they may participate in an approved online training event.

Documentation and Records

[School Name] will maintain records of all investigative notes, oral and written interviews, reports, and evidence to the degree practical or photographs of such for a period of _____. As appropriate and allowed under state law, records and investigation information will be shared with authorized agencies and individuals.

Prevention Strategies

[School Name] employs both general and specific strategies meant to minimize the occurrence of bullying. The prevention of bullying is a collaborative effort between the school, students and staff.

1. A comprehensive bullying prevention curriculum is included and integrated within classroom instructions and the teachings of the Catholic faith. All students will treat each other with respect and dignity.

Students, through direct instruction, role playing, and other activities will learn how to respond appropriately when a classmate is being teased, picked on, abused, tormented or harassed. Avenues for reporting bullying will be made available, and students will be taught it is their duty and responsibility to alert an adult when bullying is observed.

Students are guided in the appropriate use of social media including the philosophy that all dialogue with others on the internet should be consistent with their behavior in face-to-face interactions.

2. The school uses written supervision plans which can identify areas where bullying has been observed or is more likely to occur. Plans should direct staff to pay attention to those identified areas.
3. A parent education program is offered each school year for the purposes of helping parents understand how to recognize the warning signs and assist their child when it happens, including how they may work collaboratively with the school on anti-bullying efforts.
4. The school utilizes a Bullying Prevention Committee consisting of a broad base representation of the school community, to assist in the development of strategies for the prevention of bullying behaviors. The committee has developed a comprehensive Bullying Prevention Strategy Portfolio outlining the school's efforts. The portfolio is published and is available on the school's website with an overview provided in the *Parent Student Handbook*.

Responses to Bullying

Upon completion of a bullying investigation resulting in findings that substantiate the allegation of bullying, the following responses will be considered based on the totality of the circumstances, including the severity of the behavior.

In unsubstantiated findings where school personnel believe there will be benefit in doing so, the following responses may be considered:

1. Individualized attention for both the victim of the behavior and the student that engaged in the bullying should consist of one or more of the following:

Bully

- a. Ongoing monitoring and contact with the bully that is both scheduled and unscheduled
- b. Scheduled meetings with the bully and parent to the degree deemed appropriate by school personnel
- c. Inclusion of the bully in an appropriate student support group such as Anger Management, Community/School Service, Character Skill Building, etc.
- d. Acknowledgment and remorse expressed to the victim of the behavior but only upon consultation with the victim and victim's parent
- e. Participation in a Behavior Contract with identified objectives and consequences for violations
- f. Class or daily schedule modifications deemed beneficial and appropriate
- g. Notification to the bully's teachers of what has occurred for the purposes of any additional supervision or monitoring that might be necessary
- h. Adjustments in Supervision Plans that would positively impact the overall situation for monitoring the bully's future behavior
- i. Other specific requirements as deemed appropriate by the school

Victim

- a. Ongoing and scheduled meetings with the targeted student by appropriate school staff to assess how the student is adjusting and coping as well as to detect or acknowledge additional incidents of the behavior
 - b. Scheduled meetings with the targeted student and his parent to the degree deemed appropriate by school officials
 - c. Identifies student support groups, clubs, activities or other school initiatives that would support and assist the student with self-esteem, school involvement and appropriate friendship building
 - d. Initiates schedule changes that might be beneficial but only with the permission of, and in consultation with, the student and parent
 - e. Notification to the student's teachers concerning what has occurred and any specific issues to consider within the classroom
 - f. Other specific strategies as deemed appropriate by the school
2. The school shall impose disciplinary actions on the bully, as outlined and consistent with the school's Student Code of Conduct and subsequent range of punishment.

Cafeteria Supervision Plan

2018-2019 School Year Lunch Period

Staff Assignments

1st Lunch

Bill Mabe Southeast area lunchroom
Colleen Parsons Southwest area lunchroom
Lance Meyers Northeast area lunchroom
Nate Brazeal Northwest area lunchroom
*Patricia Wright Floater

Nancy Drew
Beth Peers
Jan Wilkerson
Garrett Smith
* Felicia Jureaz

2nd Lunch

Southeast area lunchroom
Southwest area lunchroom
Northeast area lunchroom
Northwest area lunchroom
Floater

**Lead Lunchroom supervisor*

Duties & Responsibilities:

1. Monitor and address student behavioral issues
2. Keep students from blocking walking lanes between tables
3. Remain visible and move between tables in your assigned area
4. Pay particular attention to students eating alone and engage them in conversation
5. Watch for students that may be excluding others from sitting at a specific table
6. Watch for sharing of food and when observed, take corrective action
7. Remind students to clean areas as they leave the lunchroom
8. Remember - a relaxed, orderly, and friendly cafeteria experience for everyone is a top priority

Emergency Reminders:

- The sheltering areas for students in the cafeteria are the band room and the hallway south of the serving line entrance.
- Two bullhorns are located on the shelf just inside the door of the custodial room next to the kitchen office entrance. Verify room is unlocked and bullhorns are accessible.
- The area emergency supply kit is located in the Band Room, and a first aid kit is located on the kitchen on the wall just inside the serving area.
- Familiarize yourself with the evacuation and sheltering procedures

Brought to you by:



Bullying/Harassment Strategy Portfolio

1. Counselors and Priest available to assist students and parents
2. Curricular offerings that reflect the teachings of Christ
3. Greeters at school entries each day to help kids feel welcome
4. Written Supervision Plans to minimize inappropriate behaviors
5. Anonymous reporting hot line for students and parents
6. Training on bullying behaviors for all staff
7. School Bullying Prevention/Response/Intervention/ Plan
8. Reporting procedures for all staff
9. Ride the Wave of Kindness Student Initiative
10. Student Support Groups for At-Risk Students
11. Closed-Circuit Camera System to help monitor student behavior
12. Clubs and activities to help kids feel a sense of belonging
13. Role Playing activities to help students with proper responses
14. Social Responsibility themes and discussions in classrooms
15. Resource books on bullying in Library Media Resource Center
16. Skits and plays developed by Theater and Drama Depts.
17. Investigative checklist for use when reports are received
18. Handbooks with explanation and discipline procedures on bullying
19. Arch/Dioceses implemented Bullying and Harassment Policy
20. Classroom posters and reminders related to behavioral expectations
21. Annual parent education program on bullying prevention and intervention
22. Periodic newsletter articles to help educate parents
23. School Bullying Prevention Committee
24. Website link for parents to access resources, report form and information
25. Matrix to differentiate bullying from rudeness, meanness and conflict
26. Positive Behavior Interventions & Support (PBIS) implemented in school
27. Bystander strategies taught to all students
28. All new students assigned a mentor for four weeks
29. Bullying surveys administered annually to a sampling of students
30. Data from surveys shared with staff and parents
31. Internet safety and anti-cyberbullying curriculum integrated in school
32. Suicide prevention and risk factors training provided to teachers
33. Law enforcement involvement when bullying violates the law

Bullying Report Form

Name(s) of Victim: _____

Name(s) of Bully: _____

Name(s) Witness: _____

Circle all that apply: Shove/Pushed Hit/Kick/Punched
Threatened Rumor Spreading Stolen/Damaged Possessions Teasing
Extortion Name Calling Cyber Other: _____

Describe what occurred – including dates and times of the incident(s):

Attach Additional Narrative Pages If Needed

Circle any of the following items of evidence available:

Pictures Notes/Writings Recordings Medical Reports

The above information is true to the best of my knowledge, and I understand this report may be used as a part of a formal investigation.

Date: _____ Contact Information (i.e., email, phone #): _____

Printed Name: _____ Signature: _____

Bullying Investigation Checklist

Date: _____ Person Completing: _____

The following questions/tasks should be reviewed/completed during an investigation into allegations of all types of bullying. Some items may not be applicable based on individual event circumstances. Please check each item indicating it was completed, addressed or not applicable during the investigation phase.

| PARENT NOTIFICATION | Yes | No | N/A |
|---|-----|----|-----|
| Notification at time of incident to parent of target/victim | | | |
| Notification at time of incident reported to parent of alleged perpetrator | | | |
| Follow-up contact with parent of target/victim by end of day or 24 hrs. | | | |
| Follow-up contact with parent of alleged perpetrator by end of day or 24 hrs | | | |
| Notification to parents of active bystander(s) of their child's involvement | | | |
| Additional contacts with parents of all parties involved <i>Please detail dates, times, and content of all conversations in discipline/investigative reports</i> | | | |

| LAW ENFORCEMENT INVOLVEMENT | Yes | No | N/A |
|--|-----|----|-----|
| Incident included a potential law violation and local police contacted | | | |
| Parents of student(s) notified of police involvement | | | |

| STATEMENTS AND INTERVIEWS | Yes | No | N/A |
|--|-----|----|-----|
| Written statement taken from victim/target student(s) | | | |
| Written statement taken from alleged perpetrator | | | |
| Written statement taken from bystander(s) | | | |
| Can the item be concealed under clothing? | | | |
| Adult witnesses present to interviews and/or statements taken <i>Please detail in investigative/discipline reports who was present for each interview/statement</i> | | | |
| Statements taken or interviews conducted of other staff members | | | |
| Parent of victim/target interviewed | | | |
| Parent of alleged perpetrator interviewed | | | |
| Witnesses other than students, staff or parents | | | |

| EVIDENCE - ELECTRONIC, WRITTEN, OR IMAGES | Yes | No | N/A |
|---|------------|-----------|------------|
| Pictures or video recordings related to incident(s) available and/or reviewed | | | |
| Writings or drawings related to incident(s) available and/or reviewed | | | |
| Parent/guardian has notes, recordings, or other documentation | | | |
| Physical injuries, bruises, or marks observed (Photograph if appropriate) | | | |

| OBSERVATIONS & KEY QUESTIONS | Yes | No | N/A |
|---|------------|-----------|------------|
| Evidence that actions of the alleged perpetrator were intentional | | | |
| Evidence, statements or observations supporting this was not a one-time occurrence | | | |
| Evidence or statements supporting the alleged perpetrator has some level of physical, emotional or psychological control over the victim/target | | | |
| Physical injuries, bruises, or marks observed (Photograph if appropriate) | | | |
| Actions of the alleged perpetrator violate the Student Code of Conduct | | | |
| Evidence/statements support an impact on learning for one or more students | | | |
| Evidence/statements support an impact on safety and/or climate affecting one or more students | | | |

| INTERVENTIONS DURING INVESTIGATION | Yes | No | N/A |
|---|------------|-----------|------------|
| Teachers of victim/target and/or alleged perpetrator notified | | | |
| Supervision plans or assignments adjusted | | | |
| Student daily schedule altered, adjusted or changed | | | |
| No Contact Agreement initiated between victim/target and perpetrator | | | |
| Scheduled periodic contacts with victim/target and/or alleged perpetrator | | | |
| Unscheduled contacts with victim/target and/or alleged perpetrator initiated | | | |
| Alleged perpetrator remains out of school during investigation | | | |
| Alternate transportation arrangements made for victim/target and/or perpetrator | | | |

| INVESTIGATION CONCLUSION | Yes | No | N/A |
|---|-----|----|-----|
| Elements for classification of bullying present | | | |
| Student(s) formally disciplined for Code of Conduct Violation | | | |
| District or state required reports prepared and submitted | | | |
| Parent/Guardian of Victim/Target notified of conclusion | | | |
| Parent/Guardian of alleged perpetrator notified of conclusion | | | |
| Long term intervention plan developed for Victim/Target and shared or prepared in conjunction with parent/guardian | | | |
| Long term intervention plan developed for perpetrator and shared or prepared in conjunction with parent/guardian | | | |
| Staff with a "Need to Know" made aware of conclusion | | | |
| Additional adjustments in school prevention/intervention/response strategies are made based on facts of investigated incident | | | |
| Does the student have unexplained items related to the incident? | | | |

Notes:
