



**ACHIEVE  
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## **CENTER FOR APPLIED BEHAVIORAL INSTRUCTION BULLYING PREVENTION AND INTERVENTION PLAN**

**Procedures:** All staff must review the below anti-bullying and anti-hazing definitions and laws. Any observed or suspected hazing or bullying must be reported to a supervisor as soon as possible, and failure to do so results in a Type I violation and an organizational review of the incident and employee discipline in addition to any legal or professional organization's sanctions.

When notified of bullying or hazing, Supervisors will immediately intervene to ensure the immediate safety and security of all students and inform all parties involved of any suspected instance of bullying or hazing and an action plan will be made.

To prevent bullying, our students engage in social skills group, have specific IEP goals, and student-specific behavior plans to both prevent and respond to behaviors that would be labeled bullying or hazing, and to promote self-help skills to avoid or respond to bullying or hazing. If in an individualized plan it is determined that a student should use a "Safe Person" or "Safe Space", this will be delineated in the student's behavior management guidelines.

Relevant laws and definitions to review:

**"Bullying"**, the repeated use by one or more students or by 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

CABI Ensures the following:

1. Employee and student handbooks/policies and procedures will contain relevant sections of the Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students.
2. Each year CABI will give parents and guardians annual written notice of the student-related sections of the local plan.

3. Each year CABI will provide all staff with annual written notice of the plan.
4. The highest-level administrator or designee of the program will communicate with the chief of police department about the implementation of the anti-bullying and retaliation plan before the beginning of the school year.
5. Timely notice of bullying and retaliation will be given to the parents of the victim and aggressor and the school's procedures for responding to the bullying or retaliation. Notice will be provided in the home language. CABI may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
6. CABI shall notify the local law enforcement agency if it has a reasonable basis to believe that criminal charges may be pursued against the aggressor.
7. CABI will implement, for all staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.

In developing the bullying prevention and intervention plan for The Center for Applied Behavioral Instruction (CABI), classroom teachers, instructional assistants, ancillary staff (OT/COTA, PT, and SLP/SLP-A) the clinical director, program director, and executive director have been and will continue to be involved in the ongoing development and implementation of the plan throughout the school year.

There will be available times for parents and guardians to meet about questions or concerns regarding the developed plan with the program director and other administration if necessary. The Parent Advisory Council will be a forum for these discussions. At staff meetings, management meetings, and clinical meetings with each classroom, the above-mentioned school staff will be made aware of, and educated on, the CABI policy about prevention and intervention for bullying.

If it is decided that an assessment needs to be completed because of a particular student or students in the classroom engaging in bullying-like behavior, the clinical director will be notified. That lead clinician (i.e., BCBA) will then conduct observations, ask for classroom staff input, and review data on the students that are being affected (the target and the perpetrator). Based on the assessment tools and observations, the BCBA/lead clinician may conduct a Functional Behavior Assessment (FBA) and may make any necessary changes to the individual student's behavior support plan. The classroom staff and clinical director will be notified of any

changes made to the behavior plan or when an FBA is conducted, along with the results of the FBA.

Due to the disabilities of the students who are educated at CABI, there will be planning and oversight of the behavior support plans that are implemented and/or changed using the following procedures:

If there is an incident of bullying that causes physical harm to another student(s), there will be an incident report written and given to the program director. The program director will review the incident report, sign off on it, document that it was reviewed, and copies will be distributed to the appropriate parties (parent, guardian, and school districts).

If there is an incident of bullying that does not cause physical harm to a student(s), it will be documented in the appropriate students' behavior data.

Behavior data for each individual student will be entered and analyzed each month. The behavior data, when analyzed, will be shared with the appropriate people (clinical director, classroom team) and, if applicable, there will be new procedures for handling the "bullying" or teasing of each other in the specific classrooms.

There will be in-services throughout the school year to educate and update staff about the new bullying prevention and intervention plan that is in place, and of any changes that have been made to the prevention and intervention plans. This includes in-services with clinical staff at clinical classroom meetings when behavior support plans are changed or updated.

At teacher meetings, there are ongoing discussions and plans developed for how teachers will implement and adapt lessons into their monthly lesson plans in regard to teasing peers and being a good friend to each other— which will be in CABI's Social Skills Curriculum. This will be the curriculum due to the nature of the students and the disabilities of the students that are educated at CABI. When a student has been teased or bullied, staff will follow the protocols in the behavior support plans for that particular student as well as for the student that was the target. There is not a need for an Internet Safety plan as students are supervised while on the computer during school time.

There will be materials made available to parents/guardians, at their request, about bullying and children with disabilities.

The plan for bullying prevention and intervention will be reviewed at least annually and more if deemed necessary by the appropriate administration (program director and/or clinical director). CABI expects that all members of the school community will treat each other in a civil manner and with respect for differences. In addition to that statement, the CABI bullying prevention and intervention plan is a comprehensive approach to addressing bullying, and CABI is committed to working with individual students, staff, families, and community to prevent the issue of bullying. In consultation with these constituencies, we have established a plan for preventing, intervening, and responding to incidents of bullying and retaliation. The program director is responsible for the implementation and oversight of the plan.

## **Training and Professional Development**

Annual Staff Training on the Plan: Annual training for all school staff on the plan will include staff duties under the plan, an overview of the steps that the program director will follow upon receipt of an incident report on bullying or retaliation, and an overview of the bullying curriculum to be offered at all grades throughout CABI. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired.

Ongoing Professional Development: The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond appropriately to bullying. The professional development will include the following areas:

- Developmentally appropriate strategies to prevent bullying.
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents.
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to bullying.
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- Information on the incidence and nature of cyber bullying.
- Internet safety issues as they relate to cyber bullying are addressed on an individual basis.

Professional development will also address ways to prevent and respond to bullying or retaliation for students at CABI due to their developmental disabilities. This will be done when writing an IEP for each student at the CABI.

Other areas that will be included in the professional development of staff will include but are not limited to the following areas:

- Promoting and modeling the use of respectful language.
- Building stronger relationships and communicating better with families.
- Constructively managing classroom behaviors through the proper implementation of individual behavior support plans and using effective group management.
- Using positive behavioral intervention strategies written in the individual behavior support plans.
- Engaging students in classroom planning for each day.
- Maintaining a safe and caring classroom for all students.

The staff will be notified of this plan annually through written documentation, which will include sections in relation to staff responsibilities.

## **Access to Resources and Services Identifying Resources**

**Identifying Resources:** CABI will make a psychologist available to students who are targets or perpetrators, and the student's family. The availability of a psychologist will be dependent on his or her schedule and the appointments will need to be made in advance with families and students. There can and will be ad hoc meetings with students as the need arises.

**Counseling and Other Services:** There are Board Certified Behavior Analysts (BCBAs) on staff. They are responsible for developing safety/individual behavior support plans for students who have been targets of bullying or retaliation. There are also social skills groups that are held within classrooms weekly to assist those students who are targets of bullying on how to deal with various situations appropriately.

**Students with Disabilities:** Each time the IEP team meets for a student at CABI, they shall determine how to assist the student in developing his social skills as to deal with bullying if need be. The team shall decide what should be in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

#### **Academic and Non-Academic Activities**

**Specific Bullying Prevention Approaches:** There is not a specific bullying prevention approach in place as each student at CABI is on an IEP. Therefore, in each student's IEP, there will be a social skills goal with specific objectives about how each student, specific to their IEP, will deal with various social situations using social cues and reading social situations.

#### **Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

**Reports of Bullying or Retaliation:** Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others. This report may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. CABI staff are required to report immediately to the program director, or designee, any instance of bullying or retaliation the staff members become aware of or witnesses. Reports may be made anonymously. There is an incident report form available for staff to fill out at various locations in the school such as in the educational director's office, the main office, the clinical director's office, the school nurse's office, and located by the main entrance. These incident reports, though, are not required as a condition of making a report of an incident of bullying. CABI will also make these incident reports available in the most prevalent language of the students and parents/guardians. At the beginning of each academic school year, CABI will provide the school community, including administrators, staff, students, and parents/guardians, with written notice of the policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the program director, will be incorporated into the parent/student handbook and distributed/made available to staff.

**Reporting by Staff:** Staff members at CABI will immediately report to the program director, or designee, when he/she witnesses or becomes aware of conduct that may be considered bullying or retaliation. The requirement to report to the program director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with CABI policies and procedures for behavior management.

**Reporting to Students, Parents/Guardians and Others:** CABI expects students, parents/guardians and others who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the program director or designee. Reports may be made anonymously, but no disciplinary actions will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents/guardians, and others may request assistance from a staff member to complete a written report. Students will be provided with practical, safe, private, and age-appropriate ways to report and discuss an incidence of bullying with a staff member, program director, or designee.

### **Responding to a Report of Bullying or Retaliation**

**Safety:** Before fully investigating the allegations of bullying or retaliation, the program director or designee will take the necessary steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include but is not limited to creating a personal safety plan; pre-determining seating arrangements for the target and/or perpetrator in the classroom or on school vans when out in the community; identifying a staff member who will act as the “safe person” for the target; and altering the perpetrator’s schedule and access to the target.

The Program Director will take additional steps to promote safety during the course of, and after, the investigation, if necessary. The program director will implement, in conjunction with the clinical director, appropriate strategies for protecting bullying or retaliation against a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

### **Obligations to Notify Others**

**Notice to Parents/Guardians:** When there has been a determination that bullying or retaliation has occurred, the program director or designee will promptly notify the parents/guardians of the target and the perpetrator of this, and of the procedures for responding to it. There may be circumstances in which the program director or designee contacts parents/guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

**Notice to Another School or District:** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the program director or designee first informed will promptly notify, by telephone, the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with the state and federal privacy laws and regulations, and 603 CMR 49.00.

**Notice to Law Enforcement:** At any point after receiving a report of bullying or retaliation, including an investigation, if the program director or designee has a reasonable basis to believe that criminal charges may be pursued against the perpetrator, the program director will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the program director or designee shall contact the local law enforcement

agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the perpetrator. In making this determination, the program director will, consistent with the bullying prevention plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the program director or designee deems appropriate.

**Investigation:** The program director, or designee, will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations and the ages of the students involved. During the investigation, the program director, or designee, will, among other things, interview staff, students, witnesses, parents or guardians, and others as necessary. The program director, or designee, (or whoever is conducting the investigation) will remind the alleged perpetrator, target, and witness that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the program director or designee, and other staff members as determined by the program director or designee, as appropriate. To the extent practicable and given his/her obligation to investigate and address the matter, the program director, or designee, will maintain confidentiality during the investigation. The program director, or designee, will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigation. If necessary, the program director or designee will consult with legal counsel about the investigation.

**Determinations:** The program director, or designee, will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the program director or designee 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 program director, or designee, will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending on the circumstances, the program director or designee may choose to consult with the students' teacher(s) and/or the target's perpetrator's parents/guardians, to identify the bullying behavior and to assess the level of need for additional social skills development. The program director or designee will promptly notify parents/guardians of the target and the perpetrator about the results of the investigation, and if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding confidentiality of student records, the program director or designee cannot report specific information to the target's parents/guardians about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report any violations.

### **Intervention(s)**

Teaching Appropriate Behavior through Skill Building: Upon the program director or designee determining that bullying or retaliation has occurred, the law requires that the CABI use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the program director or designee may consider including:

1. Offer individualized skill-building sessions based on the curricula being used to teach about anti-bullying.

2. Provide relevant educational activities for individual students or groups of students in consultation with the classroom clinician and other appropriate school personnel.
3. Implement a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals.
4. Meeting with parents/guardians/caretakers to engage their support and to reinforce the anti-bullying curricula and social skills building activities at home.
5. To adapt the behavioral support plan of each student, as necessary, to include a focus on specific social skills carried over from that student's IEP making a referral for evaluation if necessary.

**Taking Disciplinary Action:** If the program director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the program director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with the state laws regarding student discipline. If the program director or designee determines that a student knowingly makes a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### **Collaboration with Families**

The CABI plan includes strategies to engage students' families to increase the capacity of the school or district to prevent and respond to bullying. There will be resources available to families, such as individual meetings with CABI's administration, so that the essential aspects of effective communication are carried over into the home. Each parent/ guardian will be notified about the bullying and intervention curricula that is being used by CABI, which will include how parents/guardians can reinforce the curricula at home, the dynamics of bullying, and online safety and cyber bullying. Parents will also be notified, in writing, each year about the student-related sections of the Bullying Prevention and Intervention plan, in the languages most prevalent among the parents/guardians. The CABI approach to collaboration will consider age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents. There will be parent resources and information networks that CABI will collaborate with in working with parents/guardians, who may include the Autism Resource Center of Central MA as one example.

**Parent Education and Resources:** CABI will offer educational programs for parents/guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used. The programs will be offered in collaboration with the Parent Advisory Council.

**Notification Requirements:** Each school year, CABI will inform parents/guardians of enrolled students about the anti-bullying curricula that are being used. The notice will include information about the dynamics of bullying, including cyber bullying and online safety. CABI will send parents written notice each year about the student-related sections of the plan. All notices and information made available to parents/guardians will be in hard copy and electronic formats and will be available in languages most prevalent among parents/guardians.



## **Prohibition Against Bullying and Retaliation**

Acts of bullying, which include cyber bullying, are prohibited: on school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; on a school bus, residential van, or school van owned, leased or used by CABI; or through the use of technology or an electric device owned, leased or used by CABI. at a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by CABI, and the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school or materially and substantially disrupt the education process or the orderly operation of CABI.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, 370, nothing in this Plan requires the district or school to staff any non-related activities, functions, or programs.

### **Definitions**

**Perpetrator:** A student who engages in bullying, cyber bullying, or retaliation.

**Bullying:** As defined in M.G.L. c. 71, 370, is repeated use by one or more students of a written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself or herself or of damage to his or her property; creates a hostile environment at school for the target; infringes on the rights of the target or the school; or 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 telephones, cell phones, computers, and the Internet. It includes but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71 370 for the legal definition of cyber bullying.

**Hostile Environment:** As defined in M.G.L. c. 71 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the condition of a student's education.

**Retaliation:** Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Staff:** Includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, and advisors to extracurricular activities, support staff, or paraprofessionals.

**Target:** A student against whom bullying, cyber bullying, or retaliation has been perpetrated. Relationship to Other Laws Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such a public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the plan prevents the school or district 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 designated 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.