

# **BULLYING PREVENTION AND INTERVENTION PLAN**

**Updated August 2022**

## **OVERVIEW**

Immaculate Conception Parish School's purpose for existence is rooted in the mission of the Church. In fulfilling its role within the educational mission of the Church, the school must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing an integrated Catholic educational environment that permeates all aspects of its daily life and operations. Each child must be challenged to reach his/her full potential by fostering in each child a love of learning and by providing an environment that also fosters respect and understanding of one another. In this regard, it is essential that a safe, positive and productive educational environment be established where students can attain the highest academic achievement and where no student shall be subjected to Bullying, Cyber-Bullying or Retaliation. Bullying, Cyber-Bullying, Retaliation or other similar disruptive or violent behaviors constitute conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and embracing environment. The School's staff is expected to demand that all students behave appropriately and treat others with civility and respect. Bullying, Cyber-Bullying and Retaliation are not to be tolerated.

Accordingly, the school hereby promulgates this Bullying Prevention and Intervention Plan (the "Plan") as required by the Archdiocese of Boston Bullying Prevention Policy (the RCAB Bullying Prevention Policy")

## **DEFINITIONS**

**Agressor** -- a student who engages in Bullying, Cyber-Bullying or Retaliation.

**Bullying** -- the *repeated* use by one or more students of a written or verbal expression or a physical act or gesture, or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property.
- Places the victim in reasonable fear of harm to self or of damage to his/her property
- Creates a hostile environment at school for the victim
- Infringes on the rights of the victim at school or disrupts the education process or the orderly operation of the school.

**Hostile Environment** -- a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is so sufficiently severe or pervasive that it alters the conditions of the student's education.

**Cyber-Bullying** -- bullying through the use of technology or any electronic communication, which shall include but is not limited to:

- Electronic mail
- Internet communications
- Instant messages/text messages
- Posting on social networking sites

Cyber-bullying includes creating a web page or blog in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means of communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons.

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

**School Grounds** -- any property on which a school building or facility is located or property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training.

**Staff** includes but is not limited to: educators, faculty, administrators, parish priests, extended-day staff, volunteers, counselors, school nurses, lunch monitors, custodians, athletic coaches, advisors to extracurricular activities and support staff.

**BULLYING IS PROHIBITED ON SCHOOL PROPERTY AND DURING ALL SCHOOL-SPONSORED ACTIVITIES.**

**BULLYING IS ALSO PROHIBITED OUTSIDE OF SCHOOL IT IF CREATES A HOSTILE LEARNING ENVIRONMENT OR DISRUPTS THE SMOOTH OPERATION OF THE SCHOOL.**

**ACCUSATIONS OF BULLYING THAT ARE KNOWINGLY FALSE ARE SUBJECT TO DISCIPLINE.**

**STUDENTS WHO ARE TARGETED AND STUDENTS AND STAFF WHO OBSERVE BULLYING ARE OBLIGATED TO REPORT IT.**

#### **PRIORITIES**

1. The school expects that all members of the school community will treat each other in a civil manner and with respect for differences.
2. The school is committed to providing all students with a safe learning environment that is free from bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
3. The school will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying.

4. We will not tolerate any unlawful or disruptive behavior, including any form of bullying or retaliation, in our school, on school grounds, or in school-related activities.
5. We will promptly investigate all reports and complaints of bullying and retaliation and take prompt action to end that behavior and restore the victim/target's sense of safety.
6. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

This Plan is a comprehensive approach to addressing bullying, and the school is committed to working with students, Staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying and retaliation. The Principal, working under the oversight of the Pastor and the School Advisory Board, is responsible for the implementation and oversight of the Plan.

## **PROHIBITION AGAINST BULLYING, HARASSMENT AND RETALIATION**

This plan is intended to be the school's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders have assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and behavioral incidents, and assessed available resources including curricula, training programs and behavioral health services. The mapping process has assisted the school in identifying resource gaps and the most significant areas of need. Based on these findings, the school developed the

### **CARES Program**

- **Compassion**
- **Acceptance**
- **Respect**
- **Empathy**
- **Safety**

### **POLICY ON HARASSMENT AND RETALIATION**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by students, staff members or anyone else in connection with the school. It is also a violation of the policy for a person to condone the harassment by inciting, encouraging or otherwise giving support or approval to the harassment. In addition, retaliation against any individual who has brought the harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the school. Persons who engage in harassment or retaliation may be subject to disciplinary actions including, but not limited to reprimand, suspension, expulsion, or other sanctions as determined by the school administration.

### **POLICY ON BULLYING AND CYBER-BULLYING**

Bullying and cyber-bullying are strictly prohibited on school grounds. This includes the school itself, any property immediately adjacent to school grounds, and at school-sponsored or school-related activities, functions or programs. The device can be

either one that is owned, leased or used by Immaculate Conception School, or a device that is NOT owned, leased or used by Immaculate Conception School. If the bullying creating a hostile environment at school for the victim/target infringes on the rights of the victim/target or materially and substantially disrupts the education process or the orderly operation of the school, it is considered cyber-bullying and will be punished as such.

## **MEASURES DESIGNED TO PREVENT BULLYING BEHAVIOR**

Creating and maintaining responsible student behavior is the basis of our anti-bullying C.A.R.E.S. program at Immaculate Conception School and necessitates the involvement and efforts of all faculty, staff, administrators, parents, volunteers and students.

The following preventative measures exist:

- Periodic student presentations to set behavioral expectations for all grade levels.
- On-going professional development
  - o Full day faculty and staff workshops
  - o Parent workshops
  - o School-wide assembly on bullying

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

**A. Reporting Bullying or Retaliation.** Reports of Bullying or Retaliation may be made electronically or physically by Staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a Staff member shall be recorded in writing. A School Staff member is required to report immediately to the Principal or designee any instance of Bullying or Retaliation the Staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not School Staff members, may be made anonymously. The School will make a variety of reporting resources available to the School community including, but not limited to, a **Bullying Incident Reporting Form** (a copy of which is attached to this Plan). These reports will be sent directly to the Principal. Using this form is not required to report an incident.

At the beginning of each School year, the School will provide the School community, including administrators, Staff, students, and parents or guardians, written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal, will be incorporated in Parent and Staff handbooks, on the School website, and in information about the Plan that is made available to parents or guardians.

### 1. Reporting by Staff

A Staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to the Principal or designee does not limit the authority of the Staff member to respond to behavioral or disciplinary incidents consistent with School policies and procedures for behavior management and discipline.

## 2. Reporting by Students, Parents or Guardians, and Others

The School expects students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student to report it to the Principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged Aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a Staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying with a Staff member, or with the Principal or designee.

### B. Responding to a report of Bullying or Retaliation.

#### 1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged Victim/Target and/or to protect the alleged Victim/Target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the Victim/Target and/or the Aggressor in the classroom, at lunch, or on the bus; identifying a Staff member who will act as a "safe person" for the Target; and altering the Aggressor's schedule and access to the Victim/Target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation 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.

#### 2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that Bullying or Retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the Victim/Target and the Aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or Head Teacher contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School. If the reported incident involves students from more than one School district, charter School, non-public School, approved private special education day or residential School, or collaborative School, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other School(s) of the incident so that each School may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of

Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the Aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on School grounds and involves a former student under the age of 21 who is no longer enrolled in School, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the Aggressor.

In making this determination, the Principal or designee will, consistent with the Plan and with applicable School policies and procedures, consult with the Revere Safety Officer, if any, and other individuals the Principal or designee deems appropriate (including, but not limited to the Office of the General Counsel of the Archdiocese).

- C. Investigation. The Principal 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 allegation(s) and the ages of the students involved.

During the investigation the Principal or designee will, among other things, interview students, Staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged Aggressor, Victim/Target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal or designee, other Staff members as determined by the Principal or designee, and in consultation with the School counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of Bullying and Retaliation will be consistent with the School C.A.R.E.S policies and procedures.

- D. Determinations. The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the Victim/Target is not restricted in participating in School or in benefiting from School activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or School counselor, and the Victim/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.

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 Massachusetts 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 Victim/Target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the Victim/Target must be aware of in order to report violations.

## E. Responses to Bullying.

### 1. Teaching Appropriate Behavior Through Skills-building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the School use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Mass. Gen. Laws. Ch. 71, Section 37O (d)(v). Skill-building approaches that the Principal or designee may consider include:

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

### 2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, it will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the School's code of conduct. Discipline procedures for students with disabilities may be governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with Massachusetts laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action.

### 3. Promoting Safety for the Victim/Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the School environment to enhance the Victim/Target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where Bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the Victim/Target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate School Staff to implement them immediately.

F. C.A.R.E.S. Chart The following is a chart of our **C.A.R.E.S** (Compassion, Acceptance, Respect, Empathy, Safety) program. The purpose of this policy is to provide a safe environment for all people within the Immaculate Conception School community where bullying and/or harassing behavior will not be accepted. Each person will be treated with respect, compassion and honesty in keeping with the teachings of Jesus.

The following charts show the Consequences Charts for both K-3<sup>rd</sup> grade and 4<sup>th</sup> – 8<sup>th</sup> grade.

**C.A.R.E.S. Program:** If a child is sent to the Principal for a disciplinary problem the following actions are taken:

1. The Principal completes an Incident form.
2. The student completes the Think About It form
3. The Follow-up Form is completed.
4. A consequence based on the C.A.R.E.S. chart or detention is imposed.

## C.A.R.E.S. Consequences Chart (Grades K-3)

\* SBL -- Student Behavior Log” \*\*PCF- “Parent Communication Form”

<b>Behavior (Physical, Cyber, Verbal, Written)</b>	<b>1<sup>st</sup> time</b>	<b>2<sup>nd</sup> time</b>	<b>3<sup>rd</sup> time</b>	<b>More than 3</b>
<i>Careless/ Hurtful/ Disrespectful Remarks or Actions</i>	Speak privately with children involved, Classroom consequence	Speak privately with children involved, lose recess, Classroom consequence	Meet with principal, complete *SBL, **PCF, lose all of recess	Bullying Incident Form



<i>Teasing</i>	Speak privately with children involved, Classroom consequence	Speak privately with children involved, lose recess, Classroom consequence	Meet with principal, complete *SBL, **PCF, lose all of recess	Bullying Incident Form
<i>Encouraging Peer Aggression/ Exclusion</i>	Speak privately with children involved, Classroom consequence, Complete *SBL, **PCF	Speak privately with the children involved, complete *SBL, **PCF, lose recess, meet with Principal	Meet with principal and parent, complete *SBL, **PCF, lunch detention, no recess	Bullying Incident Form
<i>Taking, Hiding, or Damaging Property</i>	Speak privately with children involved, Classroom consequence Complete *SBL, **PCF	Meet with principal, call to parent, complete *SBL **PCF, lose all of recess	Meet with principal and parent, complete *SBL **PCF, Lunch detention, no recess	Bullying Incident Form
<i>Disrespect for other races, religions, cultures, gender or disabilities</i>	Speak privately with children involved, Classroom consequence, complete *SBL, **PCF, lose all recess	Meet with principal, call to parent, complete *SBL **PCF, lose all of recess	Meet with principal and parent, complete *SBL **PCF, Lunch detention, no recess	Bullying Incident Form
<i>Harassment Threats</i>	Meet with principal, call to parent, complete *SBL, **PCF, lose all recess	Meet with principal and parent, complete *SBL **PCF, lose week of recesses	Meet with principal and parent, complete *SBL **PCF, suspension,	Bullying Incident Form

**C.A.R.E.S. CONSEQUENCES CHART (Grades 4 - 8)\*\*\***

\* “Think About it Form” \*\* “Parent Communication Form” \*\*\* Any student who holds a student council or class office will be on probation after 1<sup>st</sup> offense and will lose office after 2<sup>nd</sup> offense

<b>Behavior (Physical, Cyber, Verbal, Written)</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>After 2</b>
<p><b><i>Teasing</i></b>  (For example: Careless or hurtful remarks)</p>	<p>-Speak Privately to offending child -Complete SBL * -PCF** sent home -Lose one recess -Possible detention</p>	<p>-Speak Privately to offending child -Complete SBL* -PCF** sent home -Student calls parent in staff presence -Lose two recesses -Possible detention</p>	<p>-Student calls parent in staff presence ASAP -Detention -Develop individual behavior plan -Weekly Check-in with Principal -Bullying Incident Form</p>
<p><b><i>Encouraging Peer Aggression</i></b>  (For example: Initiating/supporting aggression)</p>	<p>-Speak Privately to offending child -Complete SBL * -Student calls parent in staff presence -Possible detention -PCF** sent home -Lose one recess</p>	<p>-Speak Privately to offending child -Complete SBLF * -PCF** sent home -Student calls parent in staff presence -Lose two recesses -Possible detention -Weekly Check-in with Principal</p>	<p>-Student calls parent in staff presence -Detention -Develop individual behavior plan -Weekly Check-in with Principal -Bullying Incident Form</p>

<p><b>Taking, Hiding, Altering or Damaging Property</b></p>	<p>-Speak Privately to offending child -Complete SBL * -PCF** sent home -Student calls parent in staff presence -Lose two recesses -Possible detention -Weekly Check-in with Principal <i>(Damaging school property can be grounds for suspension)</i></p>	<p>-Speak Privately to offending child -Complete SBL * -PCF** sent home -Student calls parent in staff presence -Detention -Weekly Check-in with Principal <i>(Damaging school property can be grounds for suspension)</i></p>	<p>-Student calls parent in staff presence -Detention -Develop individual behavior plan -Weekly Check-in with Principal -Possible Suspension -Bullying Incident Form</p>
<p><b>Harassment, Threats, Taunting or Teacher Disrespect</b> {Verbal (to include profane language or gestures and a disrespectful tone), Written or Physical}</p>	<p>Speak Privately to offending child -Complete SBL * -PCF** sent home -Student calls parent in staff presence -Lose recesses -Possible detention -Weekly Check-in with Principal (suspension considered)</p>	<p>Speak Privately to offending child -Complete SBL * -PCF** sent home -Student calls parent in staff presence -Detention (or consider suspension) -Weekly Check-in with Principal</p>	<p>-Student calls parent in staff presence -Detention (or suspension) -Develop individual behavior plan -Weekly Check-in with Principal -Bullying Information Form</p>
<p><b>Attacks</b> {Verbal (to include profane language or gestures), Written or Physical}</p>	<p>-Speak Privately to offending child -Complete SBL * -PCF** sent home -Student calls parent in staff presence -Detention -Weekly Check-in with Principal -Possible suspension</p>	<p><b>After 1 incident</b> -Student calls parent in staff presence -Suspension -Possible Expulsion</p>	

## **VI. PROFESSIONAL DEVELOPMENT**

### **A. Annual Staff Training on the Plan.**

Annual training on the Plan for all School Staff, and, in the discretion of the Principal, volunteers who have significant contact with students, will include Staff duties under the Plan, an overview of the steps that the Principal or his or her designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of any Bullying prevention curricula to be offered at the School. 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, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

### **B. Written Notice to Staff.**

At the beginning of each School year, the Principal or his or her designee shall provide written notice to the School Staff of the Plan. Relevant sections of the Policy and the Plan relating to the duties of School Staff shall be included in the School employee handbook.

### **C. On-going Professional Development.**

The goal of professional development is to establish a common understanding of tools necessary for Staff to create a School climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of Staff members to prevent, identify, and respond to Bullying. Professional development may be informed by research and may include information on:

- developmentally (or age-) appropriate strategies to prevent Bullying;
- developmentally (or age-) 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 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.

Additional areas identified by the School for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in School or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

## **VII. ACCESS TO RESOURCES AND SERVICES**

Based on the results of the investigation, the school will work to refer students and families for counseling and other services for Victims/Targets, Aggressors, and their families.

## **VIII. COLLABORATION WITH FAMILIES**

- A. Parent education and resources. The School will offer education programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the School.
- D. Notification requirements. The School will send parents written notice each year about the student-related sections of the Plan and the School's Internet safety policy. All notices and information made available to parents or guardians will be available in either hard copy or electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The School will post the Plan and related information on its website.

## **VI. Relationship to Other Laws.**

Consistent with Massachusetts and federal laws, and the policies of the School, 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, Massachusetts, or federal law, or School policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the School to take disciplinary action or other action under Mass. Gen. Laws. Ch. 71, Section 370 (d)(v), other applicable laws, or local School policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

***In no event should the Plan be construed in any way so as to limit or modify the obligation of mandated reporters to timely make required so-called 51A Reports where appropriate.***