

SAUGUS PUBLIC SCHOOLS

Bullying Prevention and Intervention Plan

11/17/2010

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BULLYING PREVENTION PLAN

Saugus' Priority Statement "We will not tolerate any unlawful or disruptive behavior, including any forms of bullying, cyber bullying, or retaliation, in our school building, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the victim's sense of safety. 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".

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combinations thereof, directed at a victim that

- i. Causes physical or emotional harm to the victim or damages the victim's property
- ii. Places the victim in reasonable fear of harm or damage to his property
- iii. Creates a hostile environment at school for the victim
- iv. Infringes on the rights of the victim at school
- v. Materially and substantially disrupts the education process or orderly operation of a school

Cyber- bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include

- i. The creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

- ii. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v) inclusive, of the definition of bullying.

I. LEADERSHIP

The leadership within the Saugus Public Schools, to include (but not limited to):

- Superintendent of Schools
- Individual School Administrators
- Student Support Services
- Curriculum Specialists
- Nurses
- All staff members

As well as community resources which include (but not limited to):

- Saugus Police Department
- Youth and Recreation Department
- Saugus Community Television (SCTV)

The identified leaders will be responsible for developing and implementing this plan. They will be responsible for setting priorities, staying up to date with current research on ways to prevent and effectively respond to bullying.

II. Prevention and Intervention Plan

Each school district shall develop a plan that is developed through consultation with administrators, teachers, staff, students, parents and law enforcement. The plan must include a notice and public comment and updated biennially. A prevention plan is best addressed by communicating and teaching positive social behaviors by;

- Clearly communicating policy and protocols for bullying behavior to all staff, students and parents.
- Discussion and presentations about bullying and positive behavior is on-going
- Empower everyone to promote and take responsibility for establishing a safe environment
- Develop a protocol for safely reporting bullying behaviors
- Students are acknowledged for good, caring behavior
- Adopt a social skills curriculum
- Enlist parents as partners, encourage parents to be alert
- Develop an Action Plan with students to wipe out bullying

III. Reporting, Investigation, and Response

It is the responsibility of the School Administration and Principals to make clear to students and staff that bullying or harassment in the school building, on school grounds, on the bus or school sanctioned transportation, or at school sponsored functions will not be tolerated. School Principals or their designees shall be responsible for implementation of bullying prevention and intervention procedures, including investigating all charges of bullying, cyber bullying and/or retaliation.

Violations of School and/or District policy and procedures will be addressed in conformance with existing disciplinary policies. In addition, all reporting, investigations and response shall be consistent with local, state and federal law regarding the anti-discrimination and the protection of civil and human rights, particularly for vulnerable populations including but not limited to GLBT youth. Consultation with District legal staff and representatives of local, regional and state law enforcement and justice agencies may be required to ensure the rights of targets and aggressors are maintained.

Reporting bullying or retaliation: A school or district 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 of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written, face-to-face, via telephone or by email 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 or district policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

The Saugus Public Schools will make a variety of reporting resources available to the school community including but not limited to, School Administration, faculty and staff, email, voicemail and an Incident Reporting Form. Use of the District's Incident Reporting Form is not required as a condition of making a report. The school or district will:

- Include a copy of the Incident Reporting Form in the student handbook.
- Make the Incident Reporting Form available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee.
- Make the Incident Reporting Form available as a downloadable document on the School and District website.

The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or District will provide the school community, including administrators, staff, students, and parents or guardians, with 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 or designee, will be incorporated into:

- Student handbooks,
- Faculty/Staff handbooks,
- On School and District website

Reporting by Staff

Any staff member that encounters an interaction that may be construed as bullying will first be asked to try to address the incident between the target(s) and aggressor(s). The staff member will then report the incident immediately to the Principal or designee so the investigation process may begin. This initial report should ideally include:

- Date, time and location of the incident
- Individuals involved and their roles (e.g. target, aggressor, bystander)
- Information about if/how the incident is part of a pattern
- Any actions taken by the staff person to defuse the situation

This initial report may be done orally, by email or via a written note. The incident must then be documented immediately using the Incident Reporting Form.

Reporting by Students, Parents/Guardians, and Others

The school or district 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 or designee. This may be done by telephone, face-to-face, by email, in writing, or anonymously.

a. Students, parents/guardians and others are not required to complete the Incident Reporting Form to complete their report of a bullying incident. If a student, parent/guardian or other member of the school community makes an oral report of a bullying incident the Principal/Designee will complete an Incident Reporting Form to document in writing the allegation. The Incident Reporting Form may also be completed by the Principal/designee to complement written reports of bullying by a student, parent/guardian or other school community member in those instances where additional data is secured to substantiate or complete the allegation. This form may be completed by school staff to complete the incident file. 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. Anonymous reporting will be managed at the school level. Students, parents/guardians and others will be able to make anonymous bullying reports by oral or written, face-to-face, via telephone or by email. Anonymous reports will ideally include at least the following information:

This initial report should ideally include:

- Date, time and location of the incident
- Individuals involved and their roles (e.g. target, aggressor, bystander)
- Any knowledge of prior incidents that were reported or not
- The relationship of the reporter to the incident (e.g. witnessed firsthand, third party report)

Upon receipt of an anonymous report the school will initiate a preliminary investigation. If the anonymous allegation is deemed to have potential merit an Incident Reporting Form will be completed by the investigating staff member, and the investigation process at the school level will proceed.

No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

B. Responding to a report of bullying or retaliation

Safety:

Before fully investigating the allegations of bullying or retaliation, the Principal and a team designated by her/him will take 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 will not be limited to:

- Creating a personal safety plan
- Pre-determining seating arrangements for the 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
- Altering the target or aggressor’s schedule and access to the target.

The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal and her/his team will implement appropriate strategies for protecting from further acts of bullying, retaliation any students who (a) report bullying or retaliation, (b) witness bullying or retaliation, (c) provide information during an investigation of allegations of bullying or retaliation, or (d) has reliable information about an alleged act of bullying or retaliation.

Strategies that may be used to create a safer environment for the target(s) and/or aggressor(s) include:

- Increasing adult supervision at times and /or in locations where bullying is known to have occurred or is likely to occur.
- Temporarily and/or permanently changing the target and /or aggressor(s)’s class schedule and/or seating arrangements to reduce opportunities for retaliation
- Establishing a safe zone for the target.

Obligations to Notify Others:

The Principal or designee has primary responsibility to notify the following constituencies in writing when bullying or retaliation has occurred. All written communication with these constituencies must be copied to the Director of Pupil Personnel so they are (a) appropriately informed, and (b) can assist with response as needed.

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 target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee 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 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 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.

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, 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 school or district policies and procedures for investigations

D. Investigating Anonymous Reports

Upon receipt of an anonymous report the Principal or designee will initiate a preliminary investigation. If the anonymous allegation is deemed to have potential merit an Incident Reporting Form will be completed and the investigation process at the school level will proceed.

E. 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 target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will:

- Determine what remedial action is required, if any
- Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal and a team of people he/she designates may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents/guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what (a) disciplinary and (b) future prevention action is being taken. In accordance with M.G.L. c.71B, as amended by Chapter 92 of the Acts of 2010, the investigation will be completed within 14 days from the date of the report. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations.

F. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action 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 student handbook.

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 state laws regarding student discipline.

If the Principal or designee determines that a false allegation of bullying or retaliation has been made appropriate actions will be taken. This may include disciplinary actions for those incidents where the accuser is a student.

G. Promoting Safety for the Target and Others

Upon the completion of the investigation, the Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and the sense of safety for others as well.

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 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.

H. Range of Responses

If it has been determined that bullying has occurred, the Saugus Schools will take action that is appropriate under the circumstances as described in the student handbook.

Action may be but is not limited to:

- Parent conferences/training
- Classroom/school transfer
- Exclusion from some school activities
- Increased adult supervision
- Work with school personnel on improving behavior
- Counseling
- Support Services or other therapeutic interventions
- Disciplinary Consequences
- Court Involvement

Additionally, some of these services may be recommended for the target as well.

Additional Activities

- Parent training will be held annually
- The District will provide all staff with written notice of the plan in the Employee Handbook and the Code of Conduct. (see Template)
- Review District Policy (see template)
- Student Handbook should be updated to include a statement prohibiting bullying and retaliation and consequences. The handbook should also include a definition of bullying. (see template)

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan:

The district will set aside time at the beginning of each school year to orient/train staff on the plan and/or any updates or changes to the plan. All staff will include but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, to extra-curricular activities, paraprofessionals and office staff.

The goal of the Annual Training is to clarify the roles and responsibilities of both staff members and administration. Specific staff members will be responsible to provide training to identified groups, for example, the Athletic Director will be responsible for training coaches and athletic trainers. All staff will be required to attend and sign off ongoing training. During the course of this training the following will be presented:

- Overview of staff duties under the current plan.
- Overview of bullying prevention curricula to be offered at all grade levels.
- Overview of administrative responsibilities regarding reporting of bullying or retaliation.

- Each year new teachers will become (re) trained with “The Bullying Policy” during teacher orientation.
- All staff will review Bullying protocols annually in staff meeting and/or early a release day.
- A common language, with regards to bullying will be developed and utilized system wide.
- Professional development programs to address ways to prevent and respond to bullying or retaliation will be conducted and will include:
 - Research based strategies
 - Antecedent Management Strategies
 - Internet safety
 - Tolerance Education

Staff will receive a written document clearly outlining their specific duties as to the implementation of the plan. New staff members will be trained as part of the New Teacher Orientation Program. Staff members hired after the start of the school year will be 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 past two years. Copies of completed professional development attended will be submitted to the Director of Pupil Personnel Services.

B. Ongoing 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. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- i. developmentally (or age-) appropriate strategies to prevent bullying;
- ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- iv. 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;
- v. information on the incidence and nature of cyber bullying; and
- vi. Internet safety issues as they relate to cyber bullying.

A Professional Development Day will be set aside annually to address ways to prevent, identify and respond to bullying or retaliation. Such offerings can be district initiated via a course catalog or teacher initiated via an offering outside of the district. In addition, specific professional development will be offered to support educators in helping students with disabilities. Professional development should also include special considerations when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- developing, promoting and modeling the use of common language surrounding bullying.
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- 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.
- promoting a positive social climate throughout the school
- adopting a common social competence programs
- constructively managing classroom behaviors;

Staff attending professional development will have the opportunity to share learned knowledge with other staff. Examples may include but are not limited to presenting to grade level educators, staff at the building level or other committees. High quality professional development and support will further motivate staff to be involved, invested and inspired.

C. Written notice to staff:

The district will provide all staff with an annual written notice of the Plan by publishing information in the school or district employee handbook. Such information will be distributed to all staff on the first day of school.

V. COLLABORATION WITH FAMILIES

A. Parent education and resources.

Saugus Public Schools will offer a variety of 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 district or school. The programs will include but not be limited to seminars, webinars, online videos and links to bullying websites, notices about bullying policies and procedures, newsletters and other handouts. Parents will be notified of curriculum with bullying based themes (i.e. art, social studies, literature, etc.) and provided with suggestions for conversation starters, supplemental or additional resources, movies, etc. Policies and procedures will be posted on the district website as well as each individual school's website. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements.

The Saugus Public Schools will provide a copy of current Policies and Procedures regarding its Bullying Prevention and Intervention Plan annually.

This notice will include information about:

- the definition of bullying
- the dynamics of bullying
- how to recognize symptoms of bullying

- how to report bullying to school personnel
- online safety and cyber bullying

The notice will be signed and returned by parents indicating receipt and understanding of these policies. Each year parents will also be informed about the anti-bullying curricula that are used in the classroom. The school district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in the student handbook.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Bullying prevention curricula will be age appropriate and evidence-based, which, among other things, emphasizes the following approaches:

- use scripts and role plays to develop skills
- empower students to take action by learning the skills needed when witnessing other students engaged in acts of bullying or retaliation, including seeking adult assistance
- help students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance
- emphasize cyber-safety, including safe and appropriate use of electronic communication technologies
- enhance students' skills for engaging in healthy relationships and respectful communications; and
- engage students in a safe, supportive school environment that is respectful of diversity and differences.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- set clear expectations for students and establish school and classroom routines;

- create safe school and classroom environments for all students, including for students with disability, lesbian, gay, bi-sexual, transgender students, and homeless students;
- use appropriate and positive responses and reinforcement, even when students require discipline;
- use positive behavioral supports;
- encourage adults to develop positive relationships with students;
- model, teach, and reward pro-social, healthy, and respectful behaviors;
- use positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- use the Internet safely and support students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 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 at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is 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, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, 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 conditions of a student's education.

Retaliation is 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, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

VIII. 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 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.

SAUGUS INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report:

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____

Grade: _____

5. If staff member, state your school or work site:

6. Information about the Incident:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incident(s):

Time When Incident(s) Occurred:

Location of Incident(s) (Be as specific as possible):

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

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____

Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____

2. Position(s): _____

3. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

4. Any prior documented incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of Yes No

Summary of Investigation:

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding

YES

NO

Incident documented as _____

Retaliation

Discipline referral

only _____

2. Contacts:

Target's parent/guardian Date: _____

Aggressor's parent/guardian Date: _____

Director of Pupil Personnel Date: _____

Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention STEP referral Suspension

Community Service Education Other _____

5. Describe Safety Planning:

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent:**
Date _____

(If principal was not the investigator)

Signature and Title: _____

Date: _____

(Student Handbook Statement)

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

These requirements will be included in the school's or district's Bullying Prevention and Intervention Plan ("the Plan"), which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including parents and guardians.

Definitions

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

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

Cyber bullying is bullying through the use of technology or any 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.

Hostile environment 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 conditions of the student's education.

Target is a student against whom bullying, cyber bullying, or retaliation is directed.

Retaliation is 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.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) 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; (v) information on the incidence and nature of cyber bullying; and (vi) Internet safety issues as they relate to cyber bullying.

Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

(Staff Handbook)

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Relevant sections of the law (M.G.L. c. 71, § 37O) are described below.

These requirements will be included in the school's or district's Bullying Prevention and Intervention Plan, which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including staff, and parents and guardians.

Definitions

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

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

Cyber bullying is bullying through the use of technology or any 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.

Hostile environment 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 conditions of the student's education.

Retaliation is 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.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

Prohibition against Bullying

Bullying is prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device that is owned, leased, or used by a school district or school and (ii) at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Responsibility of Staff to Report Bullying

A member of a school staff is required to report immediately any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the Plan as responsible for receiving such reports, or both.

Staff includes, but is not limited to, an educator, administrator, counselor, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

Upon receipt of such a report, the school principal or his/her designee shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the

school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development

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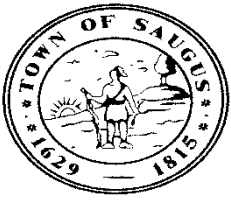
Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

Addendum to the Bullying Plan

September 1,2011

Administrators, counselors and staff have the knowledge and experience in preventing and responding to bullying behavior. Additionally, the School Psychologist, Guidance Counselors, Adjustment Counselors, Behavioral Interventionists and the BCBA have a list of community based agencies, counseling and social skill development programs that are available for students and families of the victims of bullying and the aggressors. We also have a counselor trained to administer Risk Assessments to students if necessary to determine if a student would benefit from additional and or specialized support services. Included in this Addendum is a list of Community Based Services and a referral form to access these services for students and families.

The referral form should be completed and returned to the student's counselor at the middle and high school level, the principal at the elementary level. The counselor will immediately have a release signed by the parent, or the student, if the student is over age 18, in order to initiate the referral to a school staff person and or a community based agency.



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Richard P. Langlois
Superintendent of Schools

Cynthia Joyce
Executive Director of Pupil Personnel

REFERRAL FOR ADJUSTMENT COUNSELOR ASSESSMENT/COUNSELING

Date: _____

Name of Student: _____ Gender M F DOB: _____

School: _____ Grade: _____ Homeroom: _____

Name of Teacher: _____ Referred by: _____

Reason(s) for referral (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Academic Difficulties | <input type="checkbox"/> Peer Relations |
| <input type="checkbox"/> School Attendance | <input type="checkbox"/> Behavioral Difficulties |
| <input type="checkbox"/> Emotional Issues | <input type="checkbox"/> Medical Issues |
| <input type="checkbox"/> Other (specify) | |

Please Explain:

Modifications implemented and results:

What other services is the student involved with?

Referral to: _____ Release attached: Yes No

Name of Parent(s): _____ Telephone: _____

"The Saugus Public Schools does not discriminate on the basis of race, color, religion, sexual orientation, national origin, age, gender or handicap in, admission to, access to, treatment in or employment in its programs and activities."

Parent Information:

[Massachusetts Aggression Reduction Center at Bridgewater State College](#) publishes research on bullying and cyberbullying, resources on bullying prevention for parents, and resources for educators and professionals. The following links to resources on bullying prevention for parents are being posted in collaboration with the Massachusetts Aggression Reduction Center at Bridgewater State College:



Parent Information on Cyberbullying



Parent Information on Social Networking






Parent Information on Security in Children's online games/websites



Parent Information on Responding to Bullying

Resources from State Agencies:

- Berkshire County District Attorney's Office:
 - [Bullying Prevention Initiative](#), offers various educational presentations for students, staff, and parents
 - [Bullying and Harassment](#)
 - [Internet Safety](#)
- Direct from the Field: A Guide to Bullying Prevention , by Laura Parker-Roerden, David Rudewick and Donald Gorton: A Joint Project of the Governor's Task Force on Hate Crimes, the Massachusetts Commission on Gay, Lesbian, Bisexual and Transgender Youth, and the Massachusetts Department of Public Health
- Massachusetts Department of Elementary and Secondary Education:
 - 6/24/10 Associate Commissioner John Bynoe's Presentation, at the Preparing For the New Bullying Prevention Law: A Day for Administrators Conferences  
 - Learning Support Services: [Safe and Drug Free Schools](#)
 - Program Quality Assurance (PQA) Services: Complaints regarding a school or district not responding appropriately to bullying allegations may be investigated through the PQA [Problem Resolution System](#).
- [Massachusetts Department of Public Health \(DPH\)](#) bullying resources
- Massachusetts Office of the Attorney General:
 - [Cyberbullying](#)
- [Massachusetts Trial Court Law Libraries](#) posts links to state laws and other resources on bullying and cyberbullying

Additional Resources:


- [Anti-Defamation League: A World of Difference Institute, A Classroom of Difference](#) addresses diversity issues in pre-kindergarten through 12th grade school communities
- Center for Disease Control [Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools](#)
- [Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)
- The [Cyberbullying Research Center](#) is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.




- [CyberSmart! Cyberbullying Package](#), under partnership with National School Board Association's Technology Leadership Network
- [Federation of Children with Special Needs, article Vulnerable Targets: Students with Disabilities and Bullying](#)
- The [Federal Partners in Bullying Prevention Steering Committee](#) has partnered with the [Interagency Working Group on Youth Programs](#) to share [information the federal government has prepared to help prevent and address bullying in communities](#).
- [Gay, Lesbian and Straight Education Network: Anti-Bullying Resources](#)
- [The Hamilton Fish Institute on School and Community Violence at the George Washington University](#)
- [Jane Doe Inc. Voices for Change](#): The Massachusetts Coalition Against Sexual Assault and Domestic Violence - Seek Support and Safety
- Massachusetts Advocates for Children works to ensure that children affected by family violence succeed in school. The [Trauma and Learning Policy Initiative \(TLPI\)](#) activities include outreach to parents and professionals, coalition building, policy analysis and report writing, case advocacy, and legislative and administrative advocacy
- [Medline Plus: Bullying](#), a service of the National Library of Medicine and the National Institutes of Health
- [Mental Health America's Factsheet: Bullying and Gay Youth](#)
- [National Criminal Justice Reference Service, U.S. Department of Justice, Internet Safety Information](#)
- [National School Safety Center](#)
- [Pacer Center, National Center for Bullying Prevention](#)
- [Resources on discrimination and harassment](#)
- [STRYVE: Striving to Reduce Youth Violence Everywhere](#)
- U.S. Department of Education [Safe and Supportive Schools Technical Assistance Center](#)
- U.S. Department of Health and Human Services [Stop Bullying Now Campaign](#)

on Guidelines for the Implementation of Social and Emotional Learning Curricula.

Additional Resources:

The following websites include information and materials that may be useful for development and implementation of SEL at the school and district level.

- [Center on the Social and Emotional Foundations for Early Learning](#). The Center is focused on promoting the social emotional development and school readiness of young children birth to age 5.
- [CNY Social Emotional Learning Institute](#). The Institute supports programming for whole school communities by helping educators meet the highest standards of social and emotional learning and educational achievement.
- Collaborative for Academic, Social and Emotional Learning (CASEL): [Safe and Sound](#), an Educational Leader's Guide to Evidence Based social and Emotional Learning (SEL) Programs. Also from CASEL:  [Connecting Social and Emotional Learning with Mental Health](#), guidance that addresses the implementation of social emotional development in schools while promoting the mental health of all students.
- [Edutopia](#) focuses on what works in education and is dedicated to improving the K-12 learning process.
- National Prevention Center for Mental Health and Youth Violence: [Social Emotional Learning and Bullying Prevention](#).

-  [National School Climate Center, National School Climate Standards](#). The National School Climate Center promotes positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills.
- The Office of Special Education Programs.  [Reducing the Effectiveness of Bullying in Schools](#). This school based center give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- [Rutgers Social Emotional Learning Lab](#). The group's primary focus is school-based social and emotional learning, and its projects address SEL research and assessment, educator preparation, and policy development.
- Social Development Research Group, University of Washington:  [Social Emotional Learning Assessment Measures for Middle School Youth](#). This resource identifies valid, reliable and useable school-wide assessments for social/emotional well-being of youth and helps schools and districts identify tools that could be useful in determining the success of programs.
- University of Arkansas. [The College of Education and Health Professions](#) focuses on teacher development and skill training in Social Emotional Learning for age 3-5 year olds.
- University of Illinois at Chicago: [Social Emotional Learning Research Group](#). The group's primary focus is school-based social and emotional learning, and its projects address SEL research and assessment, educator preparation, and policy development.

Mental Health Counseling Agencies

HES Salem 978-283-0000

Children's Friend and Family Lynn 781-592-5691

Eliot Community Services (781) 397-2066

Psychiatric Associates of Lynn (781) 268-2200

Melrose Counseling Associates (781) 665-0021

Children's Friend & Family Services Society (978) 744-7905

Massachusetts Commonwealth of Counseling

139 Central Ave, Lynn (781) 586-0415

180 Cabot Street, Beverly (978) 232-7300

100 Cummings Center, Beverly (978) 927-2727

Sexual Assault

North Shore Rape Crisis Center/HES

156 Broad Street

Lynn, MA 01901

Additional site in Amesbury, Beverly, Gloucester, Ipswich, Newburyport, Salem

Hotline: (800) 922-8772

Office: (781) 477-2313

TTY: (781) 477-2315

Rape Crisis Center Hotline

800-922-8772

Teen Dating Violence

HAWC, Salem

978-744-6841

Individual short term counseling for teens in abusive relationships

24 hour crisis hotline 1-800-547-1649

Substance Abuse

CAB Health And Recovery Services

Drug and alcohol treatment

cabhealth.org

978-968-1700

Alanon/Alateen

Eating Disorders

[Walden Behavioral Care - Waltham](#)

Inpatient, residential, partial hospitalization and outpatient care

781-647-6727

[Newton - Wellesley Eating Disorders and Behavioral Medicine](#)

Outpatient services for adolescents with eating disorders and their families

617-332-2700 x2

[Klarman Eating Disorders Center @ McLean Hospital](#)

Intensive residential, partial hospitalization and outpatient care

617-855-3410

Gay, Lesbian, Bisexual, Transgender

LGBT Helpline -Get referrals to the services you need. Healthcare, Housing, Violence Recovery, HIV/AIDS, etc. 1-888-340-4528

Boston Gay & Lesbian Adolescent Social Services - Boston

Provide informal counseling, advocacy, and referrals on everything from housing issues to health care 617 266 3349

Peer Listening Line - Boston

Monday - Friday from 4:00 pm till 10:00 pm.

Trained GLBT youth volunteers can help you find a service, phone number or just be a friendly and nonjudgmental person to talk with.

617-267-2535 or 800-399-PEER (7337)

Same Sex Dating Violence Fenway Community Health Violence Recovery Program

1-800-834-3242

www.ma-al-anon-alateen.org

(508) 366-0556