

BULLYING PREVENTION AND INTERVENTION PLAN

An act relative to bullying in schools, SB 2404, was signed into law in Massachusetts by the Governor on May 3, 2010. Additional amendments were added in June 2013. The law became effective immediately and requires that all school districts develop a written, comprehensive plan by December 31, 2010 that defines bullying, including cyber-bullying; prohibits bullying; provides instruction to students on preventing bullying; mandates an education plan for all employees, not only professional staff and parents; and establishes consequences for bullying behavior.

The Bullying Prevention and Intervention Plan (“the Plan”) applies to students or 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, engaging in acts of bullying or retaliation. It is important to distinguish that bullying is defined as a **repeated** use of a written, verbal or electronic expression or physical act or gesture directed at a target. A more detailed definition can be found on pages 12 and 13 of the Plan.

The Millbury Public Schools will implement the following plan that continues to promote tolerance and respect for diversity and one that encourages positive dialogue to manage differences.

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I. LEADERSHIP

Leadership at all levels, including the school building-level, central office, parents, community members, outside agencies, and students, has played a critical role in developing this plan in the context of other whole-school and community efforts to promote a positive school climate. Leaders have a primary role in teaching students to be civil to one another and in promoting their understanding of and respect for diversity and difference. Leadership has been defined by the Millbury Publics School District as the principals and assistant principals of the Elmwood Street Elementary School, Raymond E. Shaw Schools, and the Millbury Memorial Junior/Senior High School. The central office leadership team is responsible for setting priorities and for remaining current with research on ways to prevent and effectively respond to bullying. The school leadership team has involved and benefited from the greater school and local community in developing and implementing the Plan.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. A public hearing on the Plan was advertised and listed on the schools' websites and was held on December 15, 2010.

Expectations:

As part of the district's ongoing priorities, the following expectations will continue to be articulated, monitored, and evaluated within every school and throughout the district:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school district is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment has been and will continue to be an integral part of the district's comprehensive effort to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can lead to disrespectful language and actions and by doing so, impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, and the Gay-Straight Alliance, to educate students regarding tolerance and 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, harassment, or teasing.

The school district has not, nor will it tolerate any unlawful, disrespectful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in school buildings, on school grounds, or during school-related activities. The school district will promptly investigate all reports and complaints of bullying, cyber-bullying, and retaliation, and take immediate action, impose a consequence and restore the target's

sense of safety. The school district will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities and parent or guardian involvement.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyber-bullying, and the school district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with the groups previously mentioned, the school district has adopted this Plan for educating, preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal is responsible for the implementation and oversight of the Plan in his/her building. The implementation of the Plan at the building level will be supervised by the Superintendent and monitored by the Director of Curriculum, Instruction, and Assessment and the Director of Pupil Services.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

In preparation for the implementation of the written Plan, the district held a full staff meeting on August 26, 2010. All staff, administrators, teachers, paraprofessionals, counselors, nurses, specialists, secretaries/clerks, custodians and cafeteria workers, were required to attend. The professional development was conducted by the school district’s Student Services Attorney to inform all staff of the requirements of the law and their responsibility for the implementation of the Plan.

- A. 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 building principal will follow upon report of a bullying or retaliation incident and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Training for all new professional staff members will occur during the formal new teacher orientation before the beginning of every school year. In addition, the district will provide training to all bus drivers before the start of every school year. All members, including professional, paraprofessional and other staff, 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, either during the first professional development day of the school year or during a monthly building staff meeting, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

- B. Ongoing professional development. The goal of the district’s professional development is to establish a common understanding of resources necessary for staff to create a school climate that promotes safety, civil communication, and respect and tolerance for differences. Professional development has and will continue to augment the skills of staff members to educate, prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of district-wide professional development has been informed by research, as has been the case with PBIS and Second Step programming 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.

Professional development will also address methods to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs) and Section 504 Plans. The professional development will provide the staff members the necessary knowledge for participation in a discussion with regard to a disability that affects social skills which may make the student vulnerable to bullying, harassment, or teasing. 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 district for continued 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;
- providing disability awareness to students
- 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;
- training recess monitors, coaches, after-care workers and bus drivers; and
- maintaining a safe and caring classroom for all students.

- C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

- A. Identifying resources. The school district has identified a number of resources to provide support to students, families and staff. The school district has and continues to embed a number of age and grade level appropriate programs. Please refer to pages 13-14 for a full list of programs within each building. Additionally, each building employs counselors and school psychologists who work with students individually and in small groups to address issues pertaining to respect for differences and utilizing appropriate communication and social skills. Outside clinical agencies, such as Community Health Link will continue to be available to serve students in the schools in order to ease access and location barriers.
- B. Counseling and other services. As indicated earlier, social skills groups exist in every building, occur during the school day and are topic-oriented and time-limited, as needed. When a student is in need of counseling provided in a language other than English, referrals are made to Youth Opportunities Upheld, Inc. or Great Brook Valley Health Center. The nursing staff at each building refer students for Medicaid

coverage for free community services in order to access health care services. Behavioral Intervention Plans (BIP) have been developed by the school personnel for individual students and will continue to be utilized on an as needed basis.

- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, and amended by Chapter 92 of the Acts of 2010, when the Section 504 Plan or IEP Team determines the student has a disability that affects social skills development, including Autism Spectrum Disorders or the student engages in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the Section 504 Plan or IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. The Section 504 Plan or IEP will include a statement whether or not the student is able to follow the school discipline code and, if not, include a copy of the alternative behavior plan. In addition to individual school programs which are in place to address social skills and anti-bullying, the Team will determine any additional social skills goals/benchmarks that are necessary and include them in the student's Section 504 Plan or IEP.
- D. Referral to outside services. A referral procedure has been established by the principals and the Director of Pupil Services when referring students and families to outside services. Building-based Guidance Counselors make referrals for all general education students and in the case of special education students, referrals are made by the TEAM Chairperson and the Director of Pupil Services.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - teaching students correct behavior at all locations within the school;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
 - emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and differences.

The overarching focus of the Plan within the Millbury Public Schools is to embed the goals and expected outcomes of the Plan in the daily activities and lives of students while in class, moving within the building hallways, on the athletic field, at band practice and at a variety of after-school activities, including the elementary after-care program. The school district has demonstrated this effective approach by adopting PBIS, the Second Step program, mentoring and advocacy programs.

- 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 the school district's bullying intervention and prevention initiatives:
- establishing clear expectations for students and establishing school and classroom routines and rules;

- creating safe school and classroom environments for all students, including students with disabilities; lesbian, gay, bisexual, transgender students or questioning youth; homeless students; students from lower income levels; those with varying beliefs and those of varying race, ethnicity and/or natural origin;
- modeling appropriate and positive responses for students by all adults;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports, such as the Woolie Cards as part of PBIS, the Merit program and other forms of positive student recognition;
- encouraging adults to develop positive relationships with students, not only to prevent bullying, but also to engage students fully in their education;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development; and the junior high/high school mentoring and advocacy programs;
- using the Internet, in accordance with the district's Acceptable Use Policy; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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 by any 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 by the person receiving the information. A school or district staff member is required to report immediately to the principal or other building administrator any instance of bullying or retaliation of which the staff member is made aware or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, to the principal. The school or district will make a variety of reporting resources available to the school community, which may include an Incident Reporting Form,¹ a voicemail number, and a drop box, in each of the schools. Each Principal will be responsible for determining which reporting resource would be appropriate for the age of the students served in their building. All schools will provide more than one reporting resource. Although reporting may be made anonymously, it is the district's preference that anonymous reporters provide adequate information pertaining to the alleged aggressor's name, target's name, grade level, location and other identifying information in order to assist in facilitating a timely and comprehensive investigation.

Use of an Incident Reporting Form is not required as a condition of making a report. However, the Incident Reporting Form must be completed as the investigation proceeds. The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's 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 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, will be incorporated in student and staff handbooks, on the school and district websites, 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 when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal 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.

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

It is the school district's expectation that students, parents or guardians, and others who witness or become aware of an instance of alleged bullying or retaliation involving a student, will report it to the Principal of the school where the student is enrolled. If a student(s) from another building or school district is involved as an aggressor, target or witness, the Principal or designee will contact the Principal of the other school/district by telephone. 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 alleged 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 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 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 aggressor's schedule and access to the target. The principal designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal will oversee the implementation of appropriate strategies for protecting a student from bullying or retaliation 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, as referred to in the above paragraph.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal will promptly notify the parents or guardians of the target and the aggressor, and of the procedures for responding to it. The designee, in consultation with the Principal, may choose to

notify both parties prior to an investigation being conducted if the circumstances warrant that action. 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, first informed of the incident, will promptly notify, by telephone, the principal 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, the principal has a reasonable basis to believe that criminal charges may be or should be pursued against the aggressor, the principal will notify the Millbury Police Department. 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 shall contact the Millbury Police Department if he/she has a reasonable basis to believe that criminal charges may be or should be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable Millbury Public School policies and procedures, consult with the school resource officer, if any, and other individuals the Principal deems appropriate.

- C. Investigations. The principal or designee will promptly investigate 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. Please refer to the district's Investigation Protocol.

During the investigation, the principal and/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 will maintain a written record of the investigation, using information contained within the Incident Form. Copies of all confirmed bullying or retaliation investigations will be forwarded immediately to the Superintendent's Office.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal, through the Superintendent only, will consult with legal counsel about the investigation.

- D. Determinations. The principal will make a determination based upon all of the facts and circumstances. If bullying or retaliation is substantiated, after a thorough and complete investigation, the Principal will take reasonable actions to prevent recurrence and to ensure that the target is not restricted in attending school

or in benefiting from school activities. The Principal 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 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 will promptly notify the parents or guardians of the target and the aggressor ***if the aggressor is another student***, about the results of the investigation and, if bullying or retaliation is substantiated, what action is being taken to prevent further acts of bullying or retaliation. The principal will not divulge the type of consequence imposed on the aggressor. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal cannot report specific information to the target's parent or guardian 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 violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the bullying determination.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal determining that bullying or retaliation has occurred, the law requires that the school district use a range of responses that balance the need for accountability, with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal may consider include, but are not limited to:

- offering individualized skill-building sessions based on the school's/district'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 non-academic positive behavioral supports to help students understand pro-social 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;
- developing Behavioral Intervention Plans (BIP), that address behaviors at school and at home
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for a Team evaluation

2. Implementing Disciplinary Action

If the principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal, 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 and district's code of conduct.

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. Students with disabilities are subject to the same type of disciplinary procedures as their typical peers, unless the IEP Team has developed and documented an alternative behavior plan. However, it has been established that exclusion from school for more than 10 consecutive days amounts to a change in placement. As a result, before a school can contemplate disciplinary decisions that may result in a change of placement, specific procedural safeguards must be followed. A meeting to determine whether the behavior leading to disciplinary action was or was not a manifestation of the student's disability must be conducted when removal of a student with a disability from an educational program beyond the 10th day is being considered or whenever commencing a removal that would constitute a change in placement.

If the Principal 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 Target and Others

The principal will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others, as well. One strategy that the principal may use is to increase adult supervision at transition times and in locations, such as in hallways and within student bathrooms, where bullying is known to have occurred or is likely to occur.

If the alleged bullying or retaliation incident has been confirmed through a complete investigation, disciplinary action, consistent with the behavioral consequences in the Student Handbook will be imposed by the principal or designee. Disciplinary measures will be age-appropriate and appropriate for the severity of the behavior. They may include, but are not limited to, talking with teachers and staff; parent meeting with teachers and/or principal; counseling; loss of in-school and/or school-related privileges and the addition of reflection time; meetings with the school psychologist or guidance counselor; in-school suspension, out-of-school suspension or possibly expulsion.

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. It is the responsibility of the target and his/her parents/guardians to notify the principal or designee immediately if there has been a recurrence of the bullying or retaliation. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. The school district 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 district. The programs will be offered in collaboration with the Millbury Parents Club, School Councils, Special Education Parent Advisory Council, and other similar groups.

- B. **Notification requirements.** Each year the school district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school district will send parents written notice each year about the student-related sections of the Plan and the school district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school district will post the Plan and related information on all school websites and the district website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

- (i.) 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, 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 owned, leased, or used by a school district or school, and
- (ii.) 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 a school district or school, if 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 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 also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school-related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student or a member of a school staff 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 or a member of a school staff 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 or herself or of damage to his or 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.

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.

School 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.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Millbury School 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, gender identity or sexual orientation. Nothing in the Plan prevents the school 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 district policies.

In addition, nothing in the Plan is designed 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.

XI. MONITORING AND EVALUATING THE IMPLEMENTATION OF THE PLAN

The implementation of the Plan shall be discussed, reviewed, and updated at least biennially with the Superintendent to ensure consistency throughout the district, the number of incidents, trends in incidents, and the percentage of investigated reports that result in the confirmation of bullying and retaliation. In addition, the original Task Force will meet quarterly to review the data and address necessary refinements.

XII. DISTRICT PROGRAMS EMBEDDED IN THE CURRICULA

The following programs utilized in the Millbury Public Schools, promote tolerance and respect for diversity; positive dialogue to managing differences and healthy decision-making skills:

<p>Elmwood St. School Preschool - Grade 3</p>	<p>We Thinkers (preschool - kindergarten) Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Wellness/Social Emotional Learning (SEL) Day Community Meetings Panorama Social/Emotional Learning Survey Classroom Presentations facilitate by guidance/clinical staff</p>
<p>R.E. Shaw Elementary School Grades 4 - 6</p>	<p>Positive Behavioral Intervention Systems (PBIS) Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Assembly provided by the District Attorney’s Office addressing Bullying And Cyber-Bullying Classroom Presentations facilitated by guidance/clinical staff Panorama Social/Emotional Learning Survey</p>
<p>Millbury Jr./Sr. High School Grades 7 - 8</p>	<p>COMPASS Program Technology Class Focusing on Cyber-Bullying Assembly provided by the District Attorney’s Office addressing Bullying And Cyber-Bullying Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Wellness/Social Emotional Learning (SEL) Day Classroom Presentations facilitate by guidance/clinical staff SEL competencies integrated into the Health and Wellness curriculum ADL Modules with Clinical Support staff as needed Read to Lead reading initiative which supports and includes the CASEL competencies</p>
<p>Millbury Jr./Sr. High School Grades 9 - 12</p>	<p>Mentoring Program which includes social skills, lessons, school climate, peer pressure Peer Education Students Against Destructive Decisions – making informed decisions COMPASS Program Gay/Straight Alliance Assembly provided by the District Attorney’s Office addressing Bullying And Cyber-Bullying Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Wellness/Social Emotional Learning (SEL) Day Choose Love Start with Hello</p>

	Classroom Presentations facilitate by guidance/clinical staff Millbury Connections (peer leadership group designed to help students facilitate conversations around equity, diversity, and inclusion) Michigan Model-Health Curriculum in grades 7-9 which addresses conflict resolution and healthy relationships
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Legal References: M.G.L. Chapter 71, § 93 and 370
SB 2404

Approved: March 23, 2022

APPENDIX A: Millbury Public Schools Alleged Bullying Incident Reporting Form

Anti-Bullying Law Criteria:

Bullying is the **repeated** use by one or more students or a member of a school staff, 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 target or damages target’s property
- places target in reasonable fear of harm or damage to his/her property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school or at a school event
- materially and substantially disrupts the education process or orderly operation of a school

Target’s name

Grade

Aggressor’s Name

Grade or Title (if staff)

Date of Incident

Date reported to staff

Reporter

Location of bullying incident:

- | | | |
|--|---------------------------------------|--------------------------------|
| <input type="checkbox"/> Classroom (room #, if known: _____) | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Hall |
| <input type="checkbox"/> PE/Art/Music | <input type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Online | <input type="checkbox"/> Other: _____ | |

Student(s)/School Staff member(s) involved:

Name(s) of Target(s)	Name(s) of Aggressor(s)	Name(s) of Witness(es)

Please describe the Incident (use of separate sheet of paper if necessary): _____

This page to be completed by MPS Staff Members Only

Investigator (name and role): _____

Investigation Procedures Conducted: _____

Reported to:	Date	Form of Communication (e-mail, phone, letter, meeting)
<input type="checkbox"/> Principal		
<input type="checkbox"/> Guidance		
<input type="checkbox"/> Parent/Guardian of Target		
<input type="checkbox"/> Parent/Guardian of Aggressor		
<input type="checkbox"/> Parent/Guardian of others involved		

Resolution: _____

Consequence: _____

Additional comments: _____

(Attach additional pages if necessary)

Investigator Name

Investigator Signature

Date

Principal Name

Principal Signature

Date