

# **Frontier Regional and Union #38 School Districts Bullying Prevention and Intervention Plan**

The Frontier Regional and Union #38 School Districts created the Bullying Prevention and Intervention Plan (hereinafter referred to as the “Plan”) required under M.G.L. c. 71, § 37O, in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan’s format parallels the draft Model Bullying and Intervention Plan that was provided as a framework for schools and school districts by the Massachusetts Department of Elementary and Secondary Education.

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## I. LEADERSHIP

At all levels, Frontier Regional and Union #38 School Districts' Leadership Team, which includes the superintendent of schools, central office administration, school principals, assistant principals and other school leaders, will play a critical role in implementing our Bullying Prevention and Intervention Plan. The Plan, in the context of other whole school and community efforts, is to promote a positive school climate. These leaders have a primary role in teaching students to be civil to one another and in promoting understanding of and respect for diversity and differences. Leadership is responsible for setting priorities.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, this Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Bullying prevention and intervention is on-going in the Frontier Regional and Union #38 School Districts. In October, 2007, faculty and staff in the Frontier Regional and Union #38 School Districts had the opportunity to participate in a full day workshop with Barbara Coloroso, author of *The Bully, the Bullied and the Bystander*. Over the past four years the subject of bullying and its subsequent consequences have been discussed in a variety of venues including but not limited to: opening day remarks by the Superintendent of Schools, adoption of anti-bullying policy and discussion by school committee members, discussions at monthly police chief and school administration meetings, and extensive training for faculty and staff in the implementation of "Second Step" and "Steps for Respect" curricular.

The current written plan was developed in the fall of 2010. A task force was convened to examine current best practices in the district and to ensure that all components required by M.G.L. c. 71, § 37O were being implemented in the district. The task force met in September and October of 2010 to create the Prevention and Intervention Plan. Members of the public were notified of task force meetings and were encouraged to attend. The following groups were represented at task force meetings: teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The draft Plan was posted on the website in October of 2010. The plan was posted on each school website during November, 2010 to solicit feedback and provide for public comment. The Plan was distributed to the five respective school committees in November, 2010. Each School Committee voted on the Plan in December, 2010

B. Assessing needs and resources. Frontier Regional and Union #38 School Districts' Mental Health Committee conducted an extensive survey in grades K–12 during the 2008/2009 school year. The results of the survey informed decision-making related to the adoption of specific anti-bullying curricula, adult supervision in the buildings, professional development, age-appropriate curricula, and in-school support services. In order to continue to gather information related to school climate and school safety issues surveys will be administered to students in grades four, six, eight, ten and twelve on an annual basis. The information will be collected and analyzed at each building and specific data on the prevalence and characteristics of bullying will be examined. This information will continue to help identify patterns of behaviors and areas of concern, and will continue to inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate anti-bullying curricula, and in-school support services. The needs assessment will be conducted each winter. This will coincide with other annual surveys that are currently being administered in the Districts. Data will be gathered, analyzed and discussed at the building level with further discussion at the district level. Administrative decisions related to curricula, training programs, and behavioral health services will be made in consultation with faculty.

C. Planning and oversight. Under the current plan the school and district leadership are responsible for the following:

- 1) The building principal receives reports on bullying;
- 2) The building principal collects and analyzes building data on bullying to assess the present problem and to measure improved outcomes. Information is shared with faculty and staff.
- 3) Each school office, under the direction of the principal, will record and track incident reports to access information related to targets and aggressors;
- 4) The district curriculum coordinators will plan for ongoing professional development that is required by the law;
- 5) The regularly scheduled meetings of the student intervention team will plan for supports that respond to the needs of targets and aggressors, please consult definitions for team composition;
- 6) The building principal in consultation with the curriculum directors will choose and coordinate implementation of research-based curricula that the school or district will use;
- 7) The Superintendent of Schools is responsible for the revision of current policies and protocols under this Plan, including the Frontier Regional and Union #38 school Districts' Internet Safety policy. These revisions will be approved and voted on by each school committee;
- 8) The building principal oversees the amendment of student and staff handbooks and codes of conduct on an annual basis;
- 9) The building principal is involved in the development of parent and family educational events to disseminate information about bullying prevention and intervention;
- 10) The principal will assess the efficacy of anti-bullying efforts in his or her school in consultation with the school intervention team and report these findings to the Superintendent of Schools;
- 11) The Superintendent of Schools will oversee the review and update of the Plan each year.

D. Priority statement. Frontier Regional and Union #38 School Districts continue to be deeply committed to creating and implementing a learning climate which values and promotes student and adult safety, civil discourse, and respect for the dignity of every individual.

To fulfill that commitment, Frontier Regional and Union #38 School Districts developed its version of The Bullying Prevention and Intervention Plan. We believe that this plan addresses the need to recognize and eliminate acts of bullying and cyberbullying and their harmful consequences. Imbedded in the Plan is the recognition that some students can become ready targets for bullying, harassment, and teasing. The school district, through this Plan, sends a clear message that these students will be protected and those who bully or harass them will be dealt with accordingly.

The Bullying Prevention and Intervention Plan clearly outlines the district's intention to respond to all reports and complaints of bullying, cyberbullying, and harassment. Prompt investigations of any form of bullying or cyberbullying are an integral part of the plan. Investigations will be made when complaints involve behavior 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 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.

We believe that an effective plan must include specific instructional programs to address bullying, on-going staff development around issues of prevention and response to bullying, and educational outreach to parents and the community to enlist their support. We have invited local law enforcement agencies as well as social service agencies to review our document and become active members of our comprehensive plan to address and eliminate bullying in our schools.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

The Frontier Regional and Union #38 School Districts will provide on-going professional development as outlined in M.G.L. c. 71, § 37O. Frontier Regional and Union #38 School Districts recognize the importance of providing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual staff training. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. 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:

- 1) age-appropriate strategies to prevent bullying;
- 2) age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- 3) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- 4) 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;
- 5) information on the incidence and nature of cyberbullying; and
- 6) internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered 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 may be identified by the school or district for professional development in the future.

C. Written notice to staff. The district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties.

### III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

A. Identifying resources. The Frontier Regional and Union #38 School Districts have a number of in-house resources that are available to assist targets, aggressors and their families. Some Frontier Regional and Union #38 School District resources include but are not limited to the following:

- Principal
- Assistant Principal
- School Counselors
- School Psychologists
- School Nurses

The Frontier Regional and Union #38 School Districts' process for identifying existing and needed resources will occur during regularly scheduled student need meetings at each school. Resources will be identified based on the individual needs of students.

B. Counseling and other services. Some tools that the Frontier Regional School and the Union #38 Schools use as resources in assisting aggressors and targets may include but are not limited to: behavioral intervention plans, social skills groups, and individually focused curricula.

In addition, the Frontier Regional and Union #38 School Districts have a number of community based services available including but not limited to:

- Child and Family Services
- Clinical and Support Options
- DIAL/SELF Teen Services
- MSPCC family counseling
- NELCWIT
- Service Net-Outplacement Mental Health

Additional resources are published and made available for use by school counselors, other district personnel and student self referral on the Teen Resource Card.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services. Frontier Regional and Union #38 School Districts make referrals for students and families to outside services based on the individual needs of students. Students have access to counseling and service information. This assistance helps students and families access appropriate and timely services. Frontier Regional and Union #38 School Districts will comply with relevant laws and policies.

#### **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;
- 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 cyberbullying, 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;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and providing relevant information about the bullying prevention and intervention plan.

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- 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;
- using the Internet safely; 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**

To support efforts to respond promptly and effectively to bullying and retaliation, Frontier Regional and Union #38 School Districts have put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school 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 made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Frontier Regional and Union #38 School Districts

have made a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, mailing address, and an email address.

1. See Appendix A for Incident Reporting Form.

Use of an Incident Reporting Form is not required as a condition of making a report. Each 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 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 Frontier Regional and Union #38 School Districts 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 in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

2. Reporting by Staff.

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

3. Reporting by Students, Parents or 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety.

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

## 2. Obligations to Notify Others.

a. Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the 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.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with other individuals the principal or designee deems appropriate.

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. If necessary, the principal or designee will consult with legal counsel about the investigation.

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

Depending upon the circumstances, the principal or designee may choose to consult with the student's 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 or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the 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.

#### E. Responses to Bullying.

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

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or 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). Skills-Building approaches that the principal or designee may consider include:

- 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 nonacademic 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;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

##### 2. Taking Disciplinary Action.

If the principal or designee decides that disciplinary action is appropriate, 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 this Plan and with the school's or 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.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

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

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 that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the 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.

## VI. COLLABORATION WITH FAMILIES

A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and the social competency curricula used by the Districts. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements. Each year the schools 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 cyberbullying and online safety. The schools will send parents written notice each year about the student-related sections of the Plan and the 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 Frontier Regional and Union #38 School Districts will post the Plan and related information on their websites.

## VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, that 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. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, 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:

- 1) causes physical or emotional harm to the target or damage to the target's property;
- 2) places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- 3) creates a hostile environment at school for the target;
- 4) infringes on the rights of the target at school; or
- 5) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying incidents must meet the following criteria:

- 1) There must be an imbalance of power between the aggressor and the targeted student.
- 2) The behavior is unfair and one-sided and involves a student hurting, frightening, threatening, or leaving someone out on purpose.
- 3) The behavior is usually repeated.

Bullying may involve direct (face-to-face) behavior, or indirect (behind-the-back) behavior. It includes verbal, nonverbal, written, and/or electronic communication and may involve, but is not limited to:

- 1) physical violence
- 2) unwanted teasing
- 3) name-calling
- 4) threatening or intimidating behavior
- 5) exclusion or shunning
- 6) gossiping/spreading rumors
- 7) stealing or damaging property
- 8) harassment (see separate district policy)
- 9) retaliation

Cyberbullying 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 cyberbullying.

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.

Student Intervention Team: This group meets weekly at each school to discuss student needs. The team may include but is not limited to the following members: building administrator(s), school counselor(s), school psychologist(s), and a school nurse.

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

## **IX. 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, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in this 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.

## **Anti-Bullying Task Force Membership and Role**

Sarah Mitchell, Chair	Director of Secondary Education; Districts' Health Coordinator
Elaine Campbell	Special Education Team Leader, Frontier Regional School
Jacob Conroy	Student, Frontier Regional School
Peter Crisafulli	Principal, Whately Elementary School
Brian Delaney	Teacher, Frontier Regional School; Parent, Deerfield Elementary School
Cindy Hubbard	Community Member, Volunteer; Parent, Frontier Regional School
Darius Modestow	Assistant Principal, Frontier Regional School
Ken Ouimette	Chief of Police, Town of Conway
Kendra Ouimette	Student, Frontier Regional School
Jeremy Rogers	Teacher, Frontier Regional School; Parent, Frontier Regional School
Stephanie Shafron	School Counselor, Conway Grammar and Whately Elementary Schools
Judy Siciliano	Principal, Conway Grammar School
Don Skroski	School Committee Member, Whately
Kelley Sullivan	Teacher, Deerfield Elementary School; School Committee Member, Sunderland

**APPENDIX A**

**BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

1. **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: \_\_\_\_\_

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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): \_\_\_\_\_

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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 \_\_\_\_\_

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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.

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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:** \_\_\_\_\_

