



AMESBURY PUBLIC SCHOOLS

Where children come first!

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TO: MASSACHUSETTS DEPARTMENT OF EDUCATION

FROM: G. DAVID JACK
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RE: AMESBURY BULLYING PREVENTION & INTERVENTION PLAN

DATE: DECEMBER 1, 2010

The Massachusetts Department of Elementary and Secondary Education (DESE) has directed each school district in Massachusetts to create a "Bullying Prevention and Intervention Plan" as required under M.G.L. c. 71, § 37O. I commissioned a taskforce to create a bullying prevention and intervention plan for our district. The taskforce has articulated the curriculum, programs, and activities that are currently in place within the district that foster positive social skills. We have also identified areas that we would like to further develop or investigate. The proposed plan fully complies with mandates set forth by the DESE and the State of Massachusetts in regard to supporting our children.

The Amesbury Public Schools are committed to providing our students with a well-balanced education inclusive of the skills they will need to become successful, contributing members of our community and the world. Every student should have the freedom to choose positive and productive social interactions. We will accomplish this by providing content rich curriculum and co-curricular experiences that will directly teach and provide opportunities for meaningful practice of a wide variety of positive social interactions. We will also renew our commitment to work with families and the greater community to build the culture and structures that support these goals.

Amesbury Public Schools Bullying Task Force

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Amesbury Public Schools

Bullying Prevention and Intervention Plan

The Amesbury Public Schools has developed our Bullying Prevention and Intervention Plan utilizing the framework provided by The Department of Elementary and Secondary Education (Department). Amesbury Public School District’s Model Bullying Prevention and Intervention Plan as required under M.G.L. c. 71, § 37O, was designed in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan’s format parallels the draft *Behavioral Health and Public Schools Framework*, and was used by our school district as a framework for developing our local Plan. In some sections we incorporated examples of specific language from the Model Plan which accurately reflected our district priorities. The Amesbury Bullying Task Force also followed many of the Model Plan recommendations for decision-making and planning strategies.

Please note that in the Amesbury Plan as in the Model Plan we use the word “target” instead of “victim” and “aggressor” instead of “perpetrator.”

TABLE OF CONTENTS

I.	LEADERSHIP.....	3
II.	TRAINING AND PROFESSIONAL DEVELOPMENT.....	5
III.	ACCESS TO RESOURCES AND SERVICES.....	9
IV.	ACADEMIC AND NON-ACADEMIC ACTIVITIES.....	13
V.	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING.....	15
	TO BULLYING AND RETALIATION	
VI.	COLLABORATION WITH FAMILIES.....	24
VII.	PROHIBITION AGAINST BULLYING AND RETALIATION.....	26
VIII.	DEFINITIONS.....	27
IX.	RELATIONSHIP TO OTHER LAWS.....	30

List of Appendices

Appendix A	List of District Leadership members including roles and responsibilities in terms of bullying
Appendix B	Memorandum of Understanding with Amesbury Police Department
Appendix C	Contracted Services between Amesbury Public Schools and the Pettengill House
Appendix D	Wrap- Around Services provided by Pettengill House
Appendix E	APS District Reporting Form
Appendix F	School Committee Policy JFCB/GBCBC
Appendix G	603 CMR 49 – Notification of Bullying or Retaliation
Appendix H	Frequently Asked Questions
Appendix I	Bullying Task Force Information a. Member List b. Meeting Dates c. Agendas
Appendix J	MARC - Massachusetts Aggression Reduction Center Sample Informational Brochures

I. LEADERSHIP

Amesbury Public School leadership at both the building and central office level has played, and will continue to play, a critical role in the development and implementation of Amesbury Public School's Bullying Prevention and Intervention Plan. The Amesbury Public School Leadership Team works closely with our community's efforts to promote positive school climate. The APS Leadership Team must assume a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership has been defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative (Please see Appendix A for those assignments). Amesbury Public School Leadership Team is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

- 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, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. (Consultation included notice and a public comment period before the Plan was adopted by the School Committee.)

The Amesbury Public Schools Bullying Task Force met over a period of two months to develop this Bullying Prevention and Intervention Plan. Representatives from each of these constituencies worked to articulate current practice, research current evidence based programs, recommend steps for compliance, and complete an initial plan.

- B. Assessing needs and resources. The planning process included, school leaders, with input from families and staff, assessing the adequacy of current programs; reviewing current policies and procedures; reviewing available data on bullying and behavioral incidents; and assessing available resources including curricula, training programs, and behavioral health services. The Amesbury Plan will be each school's and the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. This "mapping" process assisted the Amesbury Public School District in identifying resource gaps and the most significant areas of need. Based on these findings, each school and the district has revised or is in the process of revising or developing policies and procedures; maintaining and enhancing partnerships with community agencies, including law enforcement; and setting priorities.

The Amesbury Bullying Prevention and Intervention Plan includes the district plans for: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses and/or bus stops). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan will describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

- C. Planning and oversight. The Amesbury Plan identifies the school or district leaders

responsible for the following tasks under the Plan (See Appendix A): 1) receiving reports on bullying; 2) collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or more frequently.

- D. Priority statements. The following is a priority statement used by the Amesbury School District in creating and implementing our Bullying Prevention and Intervention Plan:

The ultimate goal of the Amesbury Bullying Prevention and Intervention Plan is to fashion what John Dewey, educational philosopher, might have called a powerful continuum of educative experiences that will lead to “fruitful and creative” future behaviors. Our programs will set the groundwork for the practice of social interactions that will offer our children a wealth of options from which to choose as they face the daily social challenges of growing up. In his book *Experience and Education* John Dewey spoke about “freedom of judgment”. We hope to give our students the freedom to choose cooperation, empathy, and understanding as they move toward becoming productive citizens of our world. Our students will develop the habits of mind that come from a myriad experiences carefully designed to build a depth of understanding of how to be a positive contributing member of a group or community. It is the plan of the Amesbury Schools to give our students a strong foundation of social understanding upon which they can build for a lifetime.

The Amesbury Public Schools have adopted a “**Zero Indifference**” philosophy in regard to bullying. The district expects that all members of the school community will take an active role in the prevention and intervention of bullying at all levels. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore

the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, parent or guardian involvement as well as police involvement as needed.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

As required by M.G.L. c. 71, § 37O, the Amesbury Bullying Intervention and Prevention Plan provides ongoing 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. Amesbury School District's Plan includes both the content and frequency of staff training, specific ongoing professional development as determined by the school's or district's needs, and a variety of other topics to be included in these staff programs. The additional areas of training are and will continue to be based on the needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics have been and will be identified by the school or district leadership as we considered the unique needs of our school or district community. Amesbury School District's Plan clearly identifies which trainings will be provided district-wide and which will be school-based.

- A. Annual staff training on the plan. The Amesbury Public Schools provides annual district-wide staff training utilizing both in-person and on-line trainings to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. 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 will complete training within their first month on the job, training will be orchestrated between the Central Office and the Principal. In order to keep the annual training meaningful, the taskforce recommends that annual training include a variety of modalities:

- Staff meetings
- Small group meetings (i.e. PLC's, Critical Friends or grade level/team meetings)
- On-line annual review and sign-off

- B. Ongoing professional development. The Amesbury Public School District believes that improving the school climate and developing students' socially acceptable skills is essential to bullying prevention. Therefore, the majority of on-going professional development will be building or grade level specific as each school has a distinct and individual climate. Building based staff development, staff meeting and professional development blocks, will include best practices that support classroom community, a safe, nurturing and responsive climate and sets high standards for respect, responsibility and reflection. Promotion of social competency and pro social behaviors for all students as well as clear, consistent hierarchy of consequences for disciplinary infractions will also be addressed.

Reinforcement of skills to identify and respond to incidents of bullying will occur through direct instruction in all buildings. Literature, research and materials related to developing social skills, empathy, problem solving and self-regulation will also be available in each building's professional library as well as on-line. Guidance staff and adjustment counselors will also be available to respond to teacher questions and concerns as well as to help identify patterns of behavior that should be addressed during professional development.

The goal of this focused professional development is to develop a common understanding of, and comfort with, the tools and techniques 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
- vi. Internet safety issues as they relate to cyber-bullying

The following chart contains information regarding APS' status with regards to professional development opportunities for our staff. It includes trainings that have already occurred, some that are on-going and those that we anticipate needing for the upcoming school year.

Training and Professional Development	In Place	In Progress/Ongoing	Needed in the next year
<p>Strategies to Prevent Bullying Including:</p> <ul style="list-style-type: none"> • Research • At-risk populations 	<p>All Teachers received one hour training on the Bullying Dynamic that focused on Best Practices and Definitions (8/31/10)</p> <p>Teachers Grades 5-12 Establishing Frontline Consistency: Responding to & Reporting Peer-to-Peer Aggression & Empowering Bystanders (9/1/10)</p> <p>K-12 Counselors and 5-12 Administration- Working with Young People who Bully or are Bullied (9/1/10)</p> <p><i>Second Step</i> Teacher Training Pre-K-5</p> <ul style="list-style-type: none"> • As needed for new staff prek-4 • Grade 5 (9/21/10) <p><i>Steps to Respect</i> training for K-8 Guidance Counselors (08-09)</p>	<p>Responsive Classroom Training</p> <p>Teacher Book Groups using the <i>Morning Meeting Book</i></p> <p>Health Education Services Inc. interns and counselors running social skills groups intermittently</p>	<p>Training in age appropriate bullying definitions for elementary teachers</p> <p>Training for all Grade 5-8 teachers in an Evidence-Based Bullying Prevention Curriculum</p> <p>Development of annual training procedures, timelines and documents for demonstrating compliance</p> <p>Peer mediator training for staff and students</p> <p>Re-instate Mentor Program</p>
<p>Strategies for Intervention and to stop Bullying Incidents (Includes Power imbalance/differential)</p>	<p>Teachers Grades 5-12 Establishing Frontline Consistency: Responding to & Reporting Peer-to-Peer Aggression & Empowering Bystanders (9/1/10)</p> <p>K-12 Counselors and 5-12 Administration- Working with Young People who Bully or are Bullied (9/1/10)</p>	<p>Develop school wide consensus on "Aggressive Behavior Consequence Rubric" (Specific to each building with input from equity coordinators)</p> <p>Developing and implementing "Ten Second Interventions"</p>	<p>Bystander training for staff and students</p> <p>Training regarding the complex interaction and power differential between aggressors and targets.</p>

Instructional Practices that reduce bullying	Morning Meeting	Use of Journaling to help students express emotions and problem solving <i>Crisis Prevention Intervention: Non violent crisis intervention to de-escalate students in distress or conflict</i>	
Internet Safety and Cyber bullying	Train the Trainer from the DA's Office for all Tech. Teachers K-12 (12/09) Training for high school teachers and students about cyber bullying spring 2010		Cyber bullying Training for teachers K-8 Training for Librarians and ELA staff on Cyber bullying 9-12

As a district, Amesbury provides on-going and need-based professional development training in each of the following areas:

- Promoting and modeling the use of respectful language
- Fostering an understanding of, and respect for, diversity and difference
- Building relationships and communicating with families
- Constructively managing classroom behaviors
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

Training for all teachers / staff will also focus on:

- Developmental needs of children based on building needs
- Training for assisting bystanders with strategies to intervene in bullying situations
- Differentiating typical peer struggles/conflicts from bullying
- Playground safety and supervision
- Diversity-language differences
- Parent intervention
- Safe school climate

- Respect/pride for the school
- Community pride
- Respect for others
- Promoting and modeling respectful language
- Respect for diversity and difference
- Respect for people, property and self
- De-escalation strategies for all staff
- Engaging students in classroom planning and decision making
- Identifying vulnerable populations within the school community and providing supports to reduce vulnerability.

Professional development will also provide guidance 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. (See Section IIIc).

- 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 teacher handbook and the code of conduct. Annual training for paraprofessionals, custodians, secretaries, and cafeteria monitors, etc. will include notice of the plan.

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. The Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students. These locally established strategies are reflected in the school or district Plan.

- A. Identifying resources. The Amesbury District will refine our process for identifying our capacity to provide counseling and other services for targets, aggressors, and their families utilizing school based resources. This will included a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Information gathered from the spring 2011 community surveys will be instrumental in assessing school and district needs. This needs assessment will lead to mapping of resources and the development of recommendations and action steps to fill resource and service gaps.
- B. Counseling and other services. This Plan identifies the availability of culturally and

linguistically appropriate resources within the Amesbury schools and district. In addition, the Plan identifies staff and service providers (see table below) who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

Amesbury School District Resources and Services

	Human Resources	Program Resources
District (All Schools)	<p>Within District</p> <ul style="list-style-type: none"> • Principal, Deans, Building Coordinators, School Adjustment Counselors, Guidance Counselors • School Councils • PTA (Elementary) • PAC (Middle and High School) • SEAPAC • Student Council • Teachers • Cafeteria Staff • Custodians • Volunteers • Local Senior Citizens <p>Outside Contractors</p> <ul style="list-style-type: none"> • Pettengill House • Health and Education Services, Inc. • Private Therapists • Amesbury Police Dept. 	<ul style="list-style-type: none"> • Small group work with guidance/adjustment counselors • Small group and individual guidance counselor interventions • Student Council • Co-curricular Activities to provide opportunities for positive social interactions and build connections to the community • Big Brother/Big Sister Amesbury High School program pairing students with Elementary and Middle School Partners • Every school promotes Community Connections by linking children to projects for places such as Our Neighbors Table, Pettengill House, Jeanne Geiger Crisis Center, Relay for Life Cancer Walks, etc... • Building Accommodation Plans
Elementary		<ul style="list-style-type: none"> • Second Steps Grade K - 4 • Steps to Respect Grades 3 and 4 • One elementary school uses Responsive Classroom • Mixed-grade level programs – Multi age pairing as a prevention strategy
Middle School		<ul style="list-style-type: none"> • Training Second Steps Grade 5 • Peer Mediation • Student Support Program • Girls' Inc.
High School	<ul style="list-style-type: none"> • Peer Leaders • Coaches 	<ul style="list-style-type: none"> • Peer Mediation • Options – Behavioral Program

	<ul style="list-style-type: none"> • Advisors 	<ul style="list-style-type: none"> • GSA – Gay Straight Alliance • Coach training/pre-season meetings on hazing, bullying, harassment • Bullying powerpoint administered by homebase teachers outlining definitions, roles, responsibilities and consequences. • Student Advisory Program (to be implemented) • Assistance Plans
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The Amesbury Public School District has a longstanding relationship with Health and Education Services Inc., The Pettengill House Inc., and the Amesbury Police department. These relationships have been instrumental in providing supports for the students and families of the community.

The Amesbury Police Department, Amesbury Public Schools, and the Essex County District Attorney’s Office has a formal working relationship (Memorandum of Understanding – Appendix B) agreed upon by participating agencies to provide a safe and violent free educational setting. In addition, the Amesbury Police Department conducts walkthroughs of each building in the district multiple times a week.

Participating agencies: Department of Children and Families
 Department of Youth Services
 Department of Mental Health
 Essex County District Attorney’s Office
 Amesbury Police Department
 Amesbury School Department

Amesbury Police Department also has a formal contract with The Pettengill House Inc. which provides community based support services and implementations supporting Amesbury students and their families.

The Pettengill House Inc. is a community based social service agency which provides an array of prevention and crisis level interventions to children and families of Amesbury and surroundings communities. The mission of **Pettengill House** is to support and empower children and families by providing education, coordinated services, emergency assistance and basic needs. (Appendix C for Contracted Services between APS and Pettengill House and Appendix D for “wrap around” services provided by Pettengill House to identified Amesbury students and their families.)

Other Community Partnerships

- a. Mobile Crisis Team (HES)
- b. Health and Education Services
- c. Department of Child and Family Services
- d. Family Stabilization Services
- e. Courts/probation officers

- f. Other private therapists in the area providing services through family insurance
 - g. Big Brother/Big Sister
 - h. Boys and Girls Club
- 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 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.

All students in the Amesbury Public Schools are able to participate in the services as outlined above. For special education services with identified difficulties in the areas of social/emotional skills, pragmatics, etc. the special education teams identify needed goals and objectives and the necessary service delivery and service providers. Goals, objectives and service delivery are unique to each student and respond to the individual's needs. Common supports/instruction have included: pragmatics skills taught individually and in small groups by the speech and language pathologist, social skills instruction from the speech and language pathologist, school adjustment counselors, guidance counselors, and special education teachers providing support and direct instruction in the context of the special education classroom, and programmatic supports for students identified with social/emotional/behavior difficulties currently housed at AES, and the middle and high schools. Per the students' IEPs additional supports have included informal behavior plans, behavioral intervention plans based on the results of functional behavior assessments or other formal assessments.

- D. Referral to outside services. Amesbury schools have established both informal and formal referral protocols for referring students and families to outside services.
1. Informal Protocol - Teacher or parent makes a request or expresses a concern directly to school administration or counselor. Those students are discussed at IT meetings that involve both school and outside service representatives. Counselor makes referral to appropriate support services. Members of the police department do walkthroughs multiple times weekly.
 2. Formal Protocol – Teacher or staff make a written referral to a school-based Intervention Team. The team makes a decision on further action as needed. If the referral involves possible criminal activity administration must report to the Amesbury Police Department. According to the Amesbury Public Schools Memorandum of Understanding with the Amesbury Police Department and the Essex County District Attorney's Office, "School Officials retain their sole prerogative to impose any disciplinary sanctions for infractions of school rules and policies in addition to any police involvement or investigation that may be warranted. When the school has reported an incident to the police, the police will be responsible of making the decision as to the course of the criminal or delinquency investigation." (See Appendix B)

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. The Department will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>.

- A. Specific bullying prevention approaches: The Amesbury Bullying Prevention and Intervention Plan includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development as specified above. The chart below articulates school-based and co-curricular "approaches" which promote learning of positive social and civic habits.

Curriculum Based Prevention Approaches	Co-Curricular Prevention Approaches
Whole District	
<ul style="list-style-type: none"> School wide behavior expectation that reflect respect for self and others, environment and learning Specific predictable progressive discipline Positive behavioral support including teaching appropriate social interactions, providing positive reinforcement for appropriately modified behavior Conflict resolution strategies Technology class based cyberbullying instruction Annual review of district behavioral expectations and procedures for reporting peer conflicts 	<ul style="list-style-type: none"> Big Brother/Big Sister program for older children to mentor younger children Critical Friends/Professional Learning Groups research and implement effective intervention/prevention strategies Student Councils Social pragmatics instruction for students with identified needs Community Connections – fostering intergenerational relationships, fostering stewardship, fostering civic responsibility
Elementary	
<ul style="list-style-type: none"> All School Assemblies are used to reinforce common language and expectations about behavior All school initiatives and special events create a sense of community, belonging, and respect (eg. Cashman Olympics, encouraging, global study, sportsmanship, cooperation, etc...) Science partners and story pals link older elementary students with younger students to encourage caring and respectful interactions among grade levels 	<ul style="list-style-type: none"> PTA after-school activities; cooking, Lego club, American Girl Club Co-curricular school-based activities; destination imagination, chess club, computer club, etc... Brownies, Girl Scouts, Boy Scouts, etc...
Middle School	
<ul style="list-style-type: none"> Grade level assemblies are used to 	<ul style="list-style-type: none"> Co-curricular school based activities:

reinforce common language and expectations about behavior <ul style="list-style-type: none"> • Beginning of the year Team building activities to reinforce importance of building strong school culture • Health Curriculum activities grades 5-8 on creating and building positive relationships • All school initiatives related to promoting positive school culture (No-Name Calling Week, Positive Behavior recognition etc.) 	Intramural sports, peer leaders, student council, math club, destination imagination etc. <ul style="list-style-type: none"> • Parent Advisory Group (PAG) social and academic supplemental activities • Peer Mediation • Girls Inc. • School based peer/social/behavioral skills groups
High School	
<ul style="list-style-type: none"> • Student generated videos on cyberbullying • Grade 10 mandatory health course unit on Healthy Relationships • Options program seminar for student support 	<ul style="list-style-type: none"> • Varsity, Junior Varsity and Freshman Sports • GSA – Gay Straight Alliance • Peer Leaders – Building community connections

These activities include practice for students in:

- 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 cybersafety, including safe and appropriate use of electronic communication technologies
- Enhancing students’ skills for engaging in healthy relationships and respectful communication and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

Every student in the Amesbury School District will review handbooks each year containing the information listed above. Elements of the plan will be reviewed and reinforced throughout the year as part of lessons within individual classrooms and small group settings.

Anticipated Needs:

- Bystander interventions strategies
- Therapeutic support groups
- Peer Mediation for High School and Elementary
- Increase student involvement in producing pro-social events, productions, programs to increase awareness and develop strategies for prevention and intervention of bullying
- Development of training for students and families entering a new building or entering after the start of a new school year

B. General teaching approaches that support bullying prevention efforts. It is the belief of the APS that the following approaches are integral to establishing a safe and supportive school environment. Programs such as Second Steps, Steps to Respect and

approaches such as Responsive Classroom are currently widely used in the District. It is our goal to expand these practices so that every classroom in the District participates in the following type of Bullying Intervention and prevention initiatives (*Amesbury Plan includes programs and approaches that will be utilized to promote social learning. See Section IIIB above*):

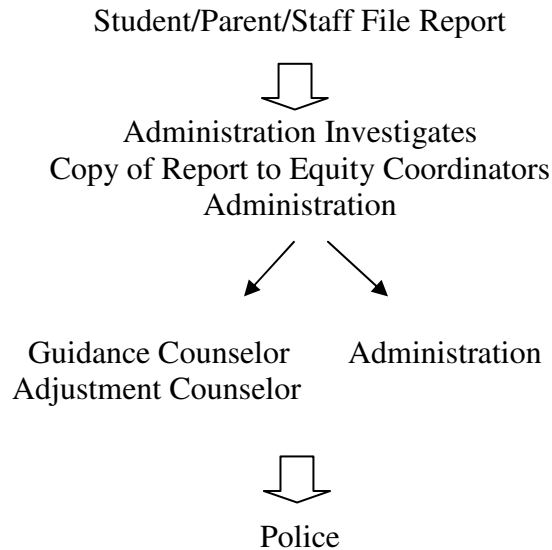
- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- Using appropriate and positive responses 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
- 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

In order to support efforts to respond promptly and effectively to bullying and retaliation, Amesbury Public School District has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures are intended to ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. The Amesbury Public School District's Plan includes detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made. (See Appendix F: Amesbury Public Schools policies JFCB/GBCBC). All of the following language is either an excerpt from the Amesbury Public School District's Policy or from the DESE Sample Plan and is based on the requirements of M.G.L. c. 71, § 37O.

It is essential to understand that the objective of this law is to educate our students to both understand how the behavior is inappropriate and assist them in developing strategies to deal with challenging situations in a more acceptable manner. Every step is an attempt to inform and educate.

Sequence of Events:



Resolution can take place at any level.

Anonymous Reporting – no disciplinary actions are taken.

- 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 but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member to complete a written report. Reports can also be made by all community members; students, staff, parents, guardians, volunteers or anyone who has knowledge of incidents of bullying, using forms available on the district and school web pages as well as the Town Library, Town Hall and the Police Station, through drop boxes, dedicated voicemail lines, and dedicated email addresses (See Appendix A).

Use of an Incident Reporting Form is not required as a condition of making a report. However, the school or district 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 but can also be translated upon request.

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 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.

For specific Amesbury Public School reporting procedures and responsibilities see Appendix F, Section IIIA and IIIB, pgs 2-3.

1. Reporting by Staff

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

2. 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. Students will have access to report problems directly to teachers, counselors, and administrators.

3. Officials for Reporting

a. In Each School Building

1. In each building, individuals have been designated to receive building-based reports. (See Appendix A)
2. In addition, the District's Equity Coordinators are responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity Coordinators, Roy Hamond or Elizabeth McAndrews, 5 Highland Street, Amesbury, MA, 978-388-4800.

b. For the Central Administration

1. The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level.
2. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

4. Protection against Retaliation

The district will take appropriate steps to protect persons from retaliation who take action consistent with this policy or who report or file a complaint or cooperate in an investigation of a violation of district policies. Threats or acts of retaliation whether person to person by electronic means or through third parties are serious offenses that will subject the violator to significant disciplinary and other corrective action(s).

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. 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.

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;
- Ordering interim disciplinary action under the Student Code of Conduct,
- Reassigning classroom seating;
- Temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment;
- Instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities;
- Monitoring compliance and reporting non-compliance of protective orders issued by a court.

Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.

2. Investigations - Process

a. Step One

The designated official will meet separately in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will review the formal process, explain the prohibition

against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

b. Step Two

A designated official will conduct an investigation in accordance with the procedures described in Section D, Investigations.

c. Step Three

The designated official, in consultation with the District Equity Coordinator as needed, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.

The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.

The principal or his designee, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct and state and federal law.

d. Step Four

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the

designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.

File Retention: If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.

If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

e. Step Five

A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

f. Step Six

The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

3. Additional Information Relevant to Investigations

- a. Emergencies: School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.
- b. Communication During Investigation: Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.
- c. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.
- d. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.
- e. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

C. Obligations to Notify Others

1. 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 (See Appendix G).
2. 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.

3. 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 the school resource officer, if any, and other individuals the principal or designee deems appropriate.

D. Determinations

1. A designated Amesbury Public Schools official will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.
2. 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.
3. Depending upon the circumstances, the principal or designee 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.
4. The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable 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. This section of the Amesbury Public School’s Plan enumerates the school’s and/or district’s chosen strategies for building students’ skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The actions listed below are reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school’s disciplinary policies and state and federal law.

Please see Sections II, III, and IV for specific Amesbury strategies for teaching appropriate behavior through skills building. These strategies and programs include some or all of the following:

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). Skill-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
- Awareness training (to help students understand the impact of their behavior)
- Participation in empathy development
- Cultural diversity, anti-harassment, anti-bullying or intergroup relations
- 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, counseling 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 the Plan and with the school’s or district’s code of conduct.

Disciplinary and corrective action concerning a student may include, but is not limited to:

- A written warning
- Classroom or school transfer
- Short-term or long-term suspension
- Exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities
- Limiting or denying access to a part or area of a school
- Exclusion, expulsion, or discharge from school
- Adult supervision on school premises
- Parent conferences
- An apology to the target
- Or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law
- In appropriate cases, the District may contact law enforcement agencies or other state agencies.

VI. COLLABORATION WITH FAMILIES

The Amesbury Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Amesbury Public School District believes that families and communication with them are essential aspects of effective collaboration. The Plan includes provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. Our approach to collaboration takes into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The Amesbury 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 district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

1. Parent Resources

- a. Student Handbook – there are elementary, middle and high school handbooks
- b. Brochures
 - i. Produced by MARC (please see Appendix J) that provide families with strategies for dealing with and preventing bullying.
 - ii. The APS hopes to develop a brochure that addresses frequently asked questions for both families and staff.

- c. Parent Orientation Nights/Back to School Nights include information on strategies employed in classroom to promote positive social skills and understanding of bullying prevention skills. It is the goal of the APS in the next year to research effective strategies to link school programs to families and the school community as a whole
- d. It is our goal to have a link from each school web page to main resource page. This page will include the district bullying policy and reporting document as well as link pages specific to elementary, middle, and high school main pages. It is our intention to include following headings and information.

- i. Home/School Partnership (address)

- 1. Definitions
- 2. Bullying 101-Powerpoint of key basics of the law
- 3. Anti-bullying curriculum
- 4. Reporting Form
- 5. Links to online parent resources for example
 - a. www.parentbooks.ca/bullying.html
 - b. www.kidpower.org
 - c. www.bridgew.edu/MARC
 - d. www.amesburyma.gov police department
 - e. www.tolerance.org

- ii. Parent Teacher Organizations

- 1. Will work cooperatively with the school to develop a common language, common understandings and share resources.
- 2. This may include trainings for parents, discussions and book study groups.

- iii. Educational Vignettes-Videos

- 1. It is the intention to have students at each school level to include roleplays defining:
 - a. Bystander responsibilities
 - b. Retaliation
 - c. Bullying vs. Harassment
 - d. Cyberbullying
- 2. Online quiz testing and understanding of definitions presented in roleplaying

- B. Notification requirements. Each year the Amesbury Public 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 cyberbullying and online safety. Amesbury Public School District will send parents written notice each year about the student-related sections of our Plan and the school's

or 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. Amesbury Public School District will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above.

AMESBURY PUBLIC SCHOOLS

Policy - JFCB/GBCBC

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXTING, DISCRIMINATION, AND HATE CRIMES

“The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly^[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.”

Acts of bullying, which include cyberbullying, 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

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, 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:

- 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
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

Complainant - A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

Cyber-bullying - 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 (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) 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 (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more

persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

Disability - A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (c) is regarded as having an impairment, or (d) has an individualized education program (IEP).

Discrimination - Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of his/her race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability. A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

Harassment - Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment. A single incident, depending on its severity, may create a hostile environment.

Harassment based on a person's protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors
- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks)
- Telling degrading or offensive jokes
- Unwanted physical contact of any kind
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint)

Hazing - The term "hazing" shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including

extended deprivation of sleep or rest or extended isolation. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

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.

Independent Contractor - Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

National Origin - A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

Reporter - A person reporting an incident who is a third party and not the target of the alleged conduct that violates the Policy.

Retaliation - Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

School Community Member - Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

School Employee - Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

School-Related Activity - Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility for students; or where students are using school transportation or are at a designated school bus stop.

School Volunteer - Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

Sexting - is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

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, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the 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's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is 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.

Appendix A

1. Receiving reports on Bullying
 - a. Cashman Elementary and Amesbury Elementary
 - i. Principal
 - ii. Building Coordinator
 - iii. Adjustment Counselor
 - b. Amesbury Middle
 - i. Principal
 - ii. Assistant Principals
 - iii. Guidance Counselors
 - iv. Adjustment Counselors
 - c. Amesbury High School
 - i. Deans of Students
 - ii. Guidance Counselors
 - iii. Adjustment Counselors
 - d. District
 - i. All reports submitted to District Equity Coordinators
2. Collecting and Analyzing building and/or school-wide data on bullying
 - a. Building Level
 - i. Principal
 - ii. Dean/Assistant Principal/Building Coordinator
 - iii. Counselors
 - iv. Nurse
 - b. District Level
 - i. Superintendent
 - ii. Curriculum Director
 - iii. Director of Student Services
 - iv. Nurse Leader
 - v. Equity Coordinators
 - vi. Dean/Assistant Principals
 - vii. Business Manager
3. Creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors
 - a. Management Information Systems (MIS)
 - b. District Equity Coordinator(s)
 - c. Principals
 - d. District Leadership Team
4. Planning for on-going professional development
 - a. Director of Curriculum
 - b. Director of Student Services
 - c. Principals
 - d. Equity Coordinator(s)
5. Planning supports that respond to the needs of targets and aggressors

- a. Director of Curriculum
 - b. Director of Student Services
 - c. Principals
 - d. Equity Coordinator(s)
 - e. Dean of Students/Assistant Principals
 - f. Guidance Counselors
 - g. Adjustment Counselors
 - h. Nurse
6. Choosing and Implementing the curricula that the school or district will use
- a. Curriculum Committee comprised of classroom teachers at various levels
 - b. Curriculum Director
 - c. Trainers
7. Developing new or revising current policies and protocols under the Plan, including an internet safety policy, and designating key staff to be in charge of implementation
- a. Bullying Task Force
 - b. Amesbury School Committee
 - c. MIS
 - d. Building Technology Staff
 - e. Principal
 - f. School Councils
8. Amending student and staff handbooks and codes of conduct
- a. Principals
 - b. Deans of Students/Assistant Principals/Building Coordinator
 - c. School Committee
9. Leading the parent or family engagement efforts and drafting parent information materials
- a. Director of Curriculum
 - b. Principals
 - c. School Council/PTA's
10. Reviewing and updating the Plan each year
- a. Amesbury Public Schools Administrative Team
 - b. School Committee as required



INTERAGENCY MEMORANDUM OF UNDERSTANDING FOR SCHOOLS

Understanding between the Amesbury Public Schools,
the Amesbury Police Department, and the Essex County District
Attorney's Office.

This document recognizes the formal working relationships agreed upon by participating agencies to provide a safe and violence-free educational setting.

I. GENERAL POLICIES

- A. The Amesbury Public Schools, the Amesbury Police Department, and the Essex County District Attorney's Office agree to develop and coordinate their response to violent, delinquent or criminal acts by students, including weapons reporting and alcohol and other drug use, that occur on school premises, school buses, or at school-related events. Additionally, the policies and procedures developed will pertain to non-students and other visitors on school premises or at school-related events. To ensure a safe educational environment, this cooperative effort between the school administration, law enforcement, and agencies supports "zero tolerance" for violence, weapons, drugs, harassment and civil rights violations, in accordance with State and Federal Safe School Acts.

Massachusetts General Laws, Chapter 71, Section 37H, requires each school district to have a Code of Conduct reflected in student handbooks, setting forth standards and procedures to assure building security and safety of students and school personnel. This code should include the suspension and exclusion procedures, the disciplinary measures, and due process rights in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or civil rights violations. In addition, reference to this Memorandum shall be made in these handbooks.

- B. Each of the participating agencies agrees, within the statutory authority of its agency, that every effort will be made to share information to provide a safe and violence-free educational setting. These agencies include the Department of Children and Families, the Department of Youth Services, the Department of Mental Health, the Essex County District Attorney's Office, the Amesbury Police Department and the Amesbury School Department.

II. REPORTING PROCESS BETWEEN THE SCHOOL DEPARTMENT AND THE DEPARTMENT OF CHILDREN AND FAMILIES

Under M.G.L. Ch. 119, Section 51A, school personnel (mandated reporters) who have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse (including sexual abuse) or from neglect, shall report such condition to the Department of Children and Families. "*Reasonable cause to believe*" means known or suspected instances of child abuse or neglect, regardless of whether the person or persons responsible for the abuse or neglect was in the position of caretaker.

Included within this definition are incidents of abuse by other students, as well as school personnel. If the incident involves criminal conduct, including physical abuse, violation of a restraining order, assault and battery, indecent assault and battery, rape, or rape and abuse of a child under age 16 (so-called "statutory rape"), school officials shall also report the incident to the police.

During the ten day 51A investigation (Section 51B) school personnel are required to disclose to DCF any information that it determines is relevant to the investigation, including student record information. School staff is expected to cooperate with DCF during this investigation, especially when circumstances of the case necessitate interviewing the child at school. It is suggested that such interviews be conducted in the presence of a teacher or other school personnel, without prior notification to parents or guardians if notice could put the child at further risk.

III. REPORTING PROCESS BETWEEN THE SCHOOL DEPARTMENT AND POLICE

The school principals are responsible for reporting criminal activity to the police department to ensure a coordinated response. For any life-threatening or emergency situations, calls should be made to 911. Other calls needing an immediate (but non-emergency) response should go to the main police department. Follow-up and on-going communication will be provided.

School officials retain their sole prerogative to impose any disciplinary sanctions for infractions of school rules and policies in addition to any police involvement or investigation that may be warranted. School notification to the student and his/her parent or legal guardian should be an integral part of this process.

When the school has reported an incident to the police, the police will be responsible for making the decision as to the course of the criminal or delinquency investigation. In certain cases, based on the information and facts provided to the police, an incident report prepared by the school may be requested and filed in lieu of a formal police investigation. Such incident reports may also be sent to the police department concerning repeated violations of school policies that do not meet the standard for formal charges (e.g., chronic disruption and verbal abuse).

The school agrees to notify the police department before suspending a student under the provisions of M.G.L. Chapter 71, Section 37H½, if the suspension is based on information received by the school of a pending felony charge or felony disposition.

- A. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a violation of the school's discipline code or what is considered a mandatory reportable act, as defined here, on school premises, school buses or at school related events shall ensure the student appears before the principal or designee.

Mandatory reportable acts include:

- Any serious incident of assaultive behavior, such as any assault resulting in an injury of a staff or student, provoked or unprovoked attacks, or use of a dangerous weapon as defined in the student handbook and/or statute, or use of any object in a manner capable of causing injury;
- Destruction or attempted destruction of property by any means, including graffiti, arson, or vandalism;
- Theft of school property or personal property;
- Violation of a restraining order, a "stay away" order, or a no-contact order;
- Threats to assault another or to damage property; bomb threats, false fire alarms;
- Incidents of domestic/dating/relationship violence;
- Repeated incidents of criminal harassment;
- Any sexual assault or inappropriate sexual behavior which may include indecent exposure, sexual touching or fondling, and forcible rape or rape and abuse of a child (statutory rape);
- Civil rights incidents: any assaults, threats, destruction of property, or harassment committed with intent to intimidate because of race, color, religion, national origin, sexual orientation or disability, or with intent to interfere with one's free exercise of civil rights.
- Unlawful possession of a dangerous weapon as defined by statute or as defined in the student handbook;

- Actual or constructive possession (the ability to exercise dominion and control) of what is reasonably believed to be a controlled substance as defined by state law;
 - Having a reasonable belief that any student has sold or offered to sell or otherwise distributed a drug which is believed to be a controlled substance under the law; and
 - Finding any student who is reasonably believed to be in possession of or to be under the influence of alcohol, inhalant, or other drugs.
- B. In accord with the procedure for school discipline, the principal or designee shall ask the reporting teacher/employee what happened and take custody of any physical evidence. The principal or designee shall inform the student and his/her parent or legal guardian of the nature of the offense. The principal or designee shall offer the student the opportunity to respond to the teacher/employee report if the school intends to impose disciplinary action.

The Principal or designee shall in the case of a mandatory reportable act notify the police of the incident, even if unable to contact the student's parent or guardian first, and shall inform the student and his/her parent or guardian that upon report the police may conduct an investigation independent of school discipline. The Principal or designee shall also report to the police the existence of any physical evidence related to the incident. All contraband (e.g., drugs, alcohol, firearms, dangerous weapons and stolen goods) or any other physical or documentary evidence found by the school shall be immediately shown to the responding police department, which shall take custody of such contraband or evidence.

- C. In addition, the Principal will comply with M.G.L. Chapter 71, Section 37L, concerning any incident involving a student's possession or use of a dangerous weapon on school premises, regardless of whether it occurred during school hours, and whether or not the student has been expelled. Consistent with the law, the Superintendent shall file copies of the "weapons" report with the police chief, the Department of Children and Families, and the local school committee.

D. Search and Seizure

It is the policy of the Amesbury Public Schools to subject a student to a search of his or her person and/or personal possessions, including clothing, gym bag, purse, backpack, or motor vehicle, if the authorized school personnel have, independent of information provided by the police, a reasonable suspicion to believe that such student is carrying or concealing material, the possession of which is prohibited by federal, state, or local law, or by the provisions of the School Discipline Code (e.g., alcohol, drugs, illegal

substances, or weapons or any other object which may result in physical injury or harm to students on the school grounds or in the school building). Lockers and desks used by students remain the property of the school and may be opened without notice at any time as part of non-investigatory school practices. The contents of personal items found in desks and lockers may be searched as provided by law. The Principal(s) or designee shall include this practice in the student handbook or inform students in writing at the beginning of each school year. The Principal or designee shall keep a record of such searches detailing time and date, the reason for the search, the witness (es) to the search, what or who was searched, and what was found. If contraband or evidence of a crime is found, the police shall be notified at once.

- E. The Police will communicate regularly with the school administration to share information with the schools on felony arrests and any other community concerns that affect the safety and general welfare of all students.

IV. PROSECUTORIAL ALTERNATIVES

A. JUVENILE DIVERSION


When appropriate, first time offenders under age 17 who commit minor misdemeanors will be referred to the Essex County District Attorney's Juvenile Diversion Program. The Juvenile Diversion Program is an alternative to the court system. The District Attorney's Office will determine whether such offender will be offered this alternative. Participating youth are required to attend and complete counseling/education programs, perform community service and when applicable, pay restitution. Youth who successfully complete the Juvenile Diversion Program prior to issuance of a complaint will have no court record. Cases that are not appropriate for the Juvenile Diversion will be prosecuted through the Juvenile Justice System.

B. YOUTHFUL DIVERSION

Youthful Diversion is offered to first-time offenders between the ages of 17 and 21 involved in certain minor drug and alcohol offenses. As with Juvenile Diversion, participants must attend and complete a counseling/education program and perform community service in lieu of going through the court system.


V. COMMUNITY COLLABORATIVE INITIATIVE

The District Attorney's Office will continue to facilitate the Community Collaborative Initiative as mandated by Massachusetts General Laws, Chapter 12, Section 32 and seeks the participation of the below-mentioned agencies pursuant to Massachusetts General Laws, Chapter 12, Section 32.



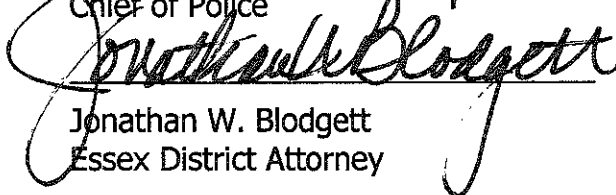
Superintendent of Schools

8-25-10
Date



Chief of Police

8-25-10
Date



Jonathan W. Blodgett
Essex District Attorney

8/25/10
Date

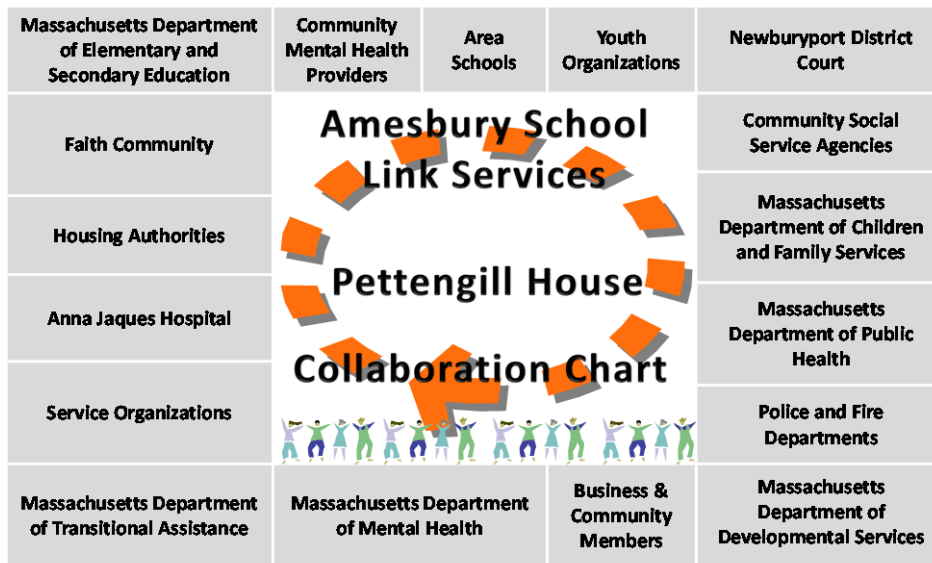
Appendix School Link Services with Pettengill

This year marks the eighth (8th) year of formalized contractual services between **The Pettengill House Social Service Agency** and **Amesbury School District**. Implementing its award winning “**School Link Service**” program **Pettengill** provides an array of “wrap around” services to identified Amesbury students and their families. Refer to Appendix : “**Pettengill House School Link Service Program: Scope of Services FY2012**”.

Originating from Massachusetts Department of Elementary and Secondary Education, the **goal of School Link Services is that “all children come to school ready to learn”**. In this regard **Pettengill House** effectively supports students and their families, breaking down barriers, identifying gaps and assessing student and family needs while acting as the social service arm of the **Amesbury School District** and home, school, community liaison.

Pettengill House is a viable member of the **Amesbury School District** community and an active member of the Amesbury Wellness Advisory, Amesbury Crisis Team, Massachusetts Department of Children and Family Services Quality Assurance team and Essex County District Attorney’s Community Collaboration Team. **Pettengill** is also a member of all school building based **Amesbury School District Child Study Intervention Teams** (Amesbury Elementary School, Cashman Elementary School, Amesbury Middle School, Amesbury High School and Amesbury Academy) providing case management, coordination of services and crisis intervention to identified students and their families. **Pettengill** also provides home assessments for Amesbury Special Education initial and third year evaluations, along with assisting in the coordination and implementation of McKinney Vento Act.

The **Pettengill House community partnership** consists of over forty (40) community and state agencies and organizations who provide formal direct services or assist in case management and coordination of services. Providers include social service agencies, mental health providers, law enforcement, courts, preschool and after school providers, housing authorities, service organizations, faith community, residents and business community as well as government agencies including Massachusetts Department of Mental Health, Massachusetts Department of Developmental Disabilities, Massachusetts Department of Public Health, Massachusetts Department of Transitional Assistance, Massachusetts Department of Children and Family Services, Massachusetts Rehabilitation Commission, Massachusetts Department of Elementary and Secondary Education and Social Security. **The Pettengill House Inc. and its community partnership** provides best practices and interventions to effectively coordinate, identify, assess and implement needed interventions while avoiding duplication of services and providing expertise and support services to the Amesbury community.

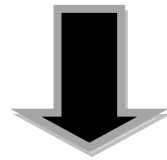


Addressing high level needs **Pettengill House, Amesbury Police Department** and **Amesbury Housing Authority** meet regularly as a subcommittee sharing critical information, identifying safety issues, providing prevention services, assessing areas of need and providing formalized interventions, case management and support services to Amesbury children and families. In addition identified Amesbury Police Department key personnel currently participated in Pettengill weekly case review meetings to provide further input and access of care. Amesbury Police Department and Pettengill House staff meet with at risk children and families and provide home visits, assessments and crisis intervention as deemed necessary.

The **Pettengill House School Link Service program** provides direct service and coordination of counseling and support service resources which are culturally, linguistically and developmentally appropriate for all Amesbury students and their families. **Pettengill House** is a member of the regional Community Service Agency (CSA) Steering Committee and as such works closely in providing and implementing CSA referrals and direct service specific to Medicaid eligible students. Pettengill is also a Massachusetts Department of Public Health Medicaid approved site providing Mass Health / Medicaid application access through on-site virtual gateway. Coordination of counseling and additional support services is overseen by Pettengill staff and includes interventions from key community providers addressing therapeutic interventions, safety and psychological needs by identified certified professional practitioners and agencies. Early intervention and prevention services are key to meeting needs, goals and action plans and in breaking down barriers and addressing resource gaps.



School Link Service Findings



As the major service provider of the Amesbury School District, The **Pettengill House** assists in providing development of school and home related safety plans, and providing research based prevention education and intervention services. Key **Pettengill House** staff members have experience implementing research based, state approved model programs including but not limited to Olweus Bullying Prevention Program, Second Step and Project Success. The Pettengill House Executive Director who provides program supervision is also certified in Child, Adolescent Needs Assessments (CANS) and a licensed social worker and alcohol and drug counselor.

Access to Pettengill House school link services are made available through self access or

Increased parental involvement
Improved communications between school and home
Increase in student grades
Increase in after-school enrollments

Decrease in student absenteeism
Decrease in student tardiness
Decrease in student failure
Decrease in student behavioral interventions
referrals from Amesbury School

District, community collaborators or state providers. It is the role and responsibility of Pettengill House to provide direct service and coordination of services while obtaining the most effective interventions. With support from key Amesbury School District personnel and identified service providers formalized intake meetings are completed with Pettengill caseworker and includes identifying and assessment of strengths and needs and interventions, completion of student/family action plan, and signed consent documentation . All information and coordination of services are then shared with team stakeholders including parent or guardian, school personnel and providers. Ongoing update meetings and consultations are held to measure process and continue needs assessment.

The Amesbury community, Pettengill House and Amesbury School District are currently in the first stages of creating “trauma-sensitive” best practices interventions and protocols within the school district and community at large. Led by Amesbury Curriculum Director, Principal of the Amesbury Academy and Pettengill House Executive Director professional development has included best classroom practices, pilot and train the trainer curriculum training and protocols and educators course work addressing trauma, brain changes and effects on student learning. Further best practice protocols are being provided to community providers through round table discussions and ongoing education supports.

The Pettengill House
 School Link Service Program Contract
 Scope of Services
 FY 2010/2011

Amesbury Public Schools System

The following Scope of Services Proposal is based upon the Massachusetts Department of Elementary and Secondary Education School Link Service Model and its mission statement “that all children come to school ready to learn”.

In this regard to The Pettengill House, Inc. Community Social Service Agency will coordinate and provide direct service in the following areas:

- Case Management Services
- Student and Family Intakes and Referrals
- Prevention education Services
- Crisis Intervention/Emergency Services
- Home Visits/Assessments
- Acting Home/School Liaison
- Student Supports
- McKinney Vento Homeless Act
- Youth and Parent Support Groups
- Emergency Assistance
- Staff Consultation/Education

1. Case Management Services

The Pettengill House, Inc. will provide case management, stabilization, crisis intervention and support services to students and families as deemed necessary.

2. Student and Family Intakes/Referrals

The Pettengill House, Inc. will coordinate and provide support service and referrals including but not limited to basic needs, advocacy and emergency assistance.

The Pettengill House, Inc. will provide case management, referrals and collaboration with local and state agencies including but not limited to:

- Pettengill House Community Partnership Agencies/Organizations
- Massachusetts Health Insurance (The Pettengill House, Inc./Massachusetts Department of Public Health)
- Massachusetts Department of Mental Health
- Massachusetts Department of Developmental Disabilities
- Massachusetts Transitional Assistance (Welfare)
- Massachusetts Department of Children and Family Services

7. Student Supports

The Pettengill House, Inc. will continue to be an active member of the following student support teams:

- Amesbury School/Community Crisis Team
- Amesbury School/Community Health Advisory
- Amesbury Community Collaborative Initiative (CCI)
- Amesbury Community Based Support Teams
- Amesbury School Based Student Assistant Teams
- Additional teams as agreed upon

8. McKinney Homeless Vento Act

- The Pettengill House, Inc. will act as “co-coordinator” of McKinney Vento Act within the Amesbury Public School District
- The Pettengill House, Inc. will provide education/training, support services and reporting to identified school personnel pertaining to McKinney Homeless Vento Act.
- The Pettengill House, Inc. will coordinate follow up assistance intervention associated with transportation and support services on behalf of children and families.
- The Pettengill House, Inc. will provide direct service and assistance with enrollment, advocacy, accessing health insurance and health care services, student service personnel, building administrators and support staff.

AMESBURY PUBLIC SCHOOLS

Harassment/Bullying Reporting Form

JFCB/GBCBC-E1

This form is to be completed and brought to the principal's office by anyone who may have experienced, witnessed, or received information about an incident involving harassment. This form may be completed by any school personnel, faculty member, student or parent.

An inquiry will be initiated within 24 hours of receipt of this form or within a reasonable extension of time thereafter for good cause.

Reporter's Name _____

Today's Date _____

Names of Individual(s) involved:

Names of Witnesses (if any)

Party I _____

Party II _____

Brief Description of the Incident: (What happened? When? Where?)

If a teacher is filing this report, indicate the initial action taken:

Recorder's signature _____

Date _____

Principal's signature _____

Date _____

A copy of this form must be forwarded to one of the Equity Coordinators at Amesbury High School – Roy Hamond, Elizabeth McAndrews.

SCHOOL COMMITTEE POLICIES

AMESBURY PUBLIC SCHOOLS

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXTING, DISCRIMINATION, AND HATE CRIMES

JFCB/GBCBC

I. GOALS

The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly^[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

II. GENERAL STATEMENT OF POLICY

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy.^[2]

A. APPLICATION

This Policy applies to all sites and activities that the District supervises, controls, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function or program, at a school bus stop, on a school bus or other vehicle owned, leased or used by the District, or through the use of technology or an electronic device owned, leased, or used by a school district or school. The bullying policy applies to any 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 the district, if the act or acts in question create a hostile environment at school for the target, infringe on the rights of the target at school or materially and substantially disrupt the education process or the orderly operation of the school. It applies to all students,

school committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students, and visitors to District schools. Nothing in this Policy, however, is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other authority, or in response to violent, harmful, or disruptive behavior, regardless of whether this Policy covers the conduct.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect and restore a sense of safety for the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

C. DEFINITIONS

The definitions of terms used in this Policy, including descriptions of conduct this Policy prohibits, appear in the "Glossary of Terms."

III. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, genetics or disability;
3. ensuring that (s)he does not bully another person;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

B. Each School Employee, Independent Contractor and School Volunteer is ALSO responsible for:

1. responding appropriately when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. cooperating with the District's efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes; and

3. promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct.

IV. PROTECTION AGAINST RETALIATION

The District will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, or file a complaint or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

V. REPORTING AND RESOLUTION PROCESS

A. DESIGNATED OFFICIALS FOR REPORTING

1. In Each School Building

The school principal or the District's Equity Coordinator are responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity Coordinators, Roy Hamond or Elizabeth McAndrews, 5 Highland Street, Amesbury, MA, 978-388-4800.

2. For the Central Administration

The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

B. REPORTING PROCEDURES

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred must promptly report the alleged incident(s) to a designated official.
2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to a designated official.
3. Any school community member may also report possible incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal, the District Equity Coordinator or to the Superintendent. Students or other persons may also make anonymous reports.

4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.
5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent.
6. All complaints or reports about a violation of this Policy must be documented on the District's "Reporting/Complaint Form". The form is available at the front office of each school and at the central office. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school principal (or designee) who receives the oral complaint or report will promptly prepare a written report, by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
7. On the District's Reporting/Complaint Form, the principal (or designee) will summarize any initial action taken and forward a copy to the District Equity Coordinator.
8. Reporting Sexual Abuse and Other Serious Criminal Conduct
 - a. General Laws Chapter 119, Section 51A, makes administrators, teachers, school nurses, guidance counselors and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under G.L. c. 119, Section 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the DCF.
 - b. The principal, Equity Coordinator and/or Superintendent will report certain forms of sexual harassment and conduct (i.e., unwanted sexual touching or sexual assault) that may constitute a crime to the local police.
 - c. The principal, Equity Coordinator and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, certain bullying conduct and other acts of a criminal nature to the local police for criminal investigation.

C. FILING A COMPLAINT OR REPORT

1. The complainant or reporter files a written complaint or report with a designated official, using the District's Reporting/Complaint Form, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.

2. A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete the District's Reporting/Complaint Form based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the Reporting/Complaint Form.

D. PROCEEDINGS

STEP ONE

1. The designated official will separately meet in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will talk about the formal process, explain the prohibition against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

STEP TWO

2. A designated official will conduct an investigation in accordance with the procedures described in Section E, Investigations.

STEP THREE

3. The designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.
4. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.
5. The principal, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct, and state and federal law.

STEP FOUR

6. The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been

- substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.
7. If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.
 8. File Retention: If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.
 9. If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.
 10. Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

STEP FIVE

11. A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

12. The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.
13. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

E. INVESTIGATIONS

1. Prompt and Thorough Investigations: The school or District, through a designated official, in consultation with the District Equity Coordinator, will promptly investigate all reports or complaints of an alleged violation of this Policy (even where the offender is unknown), as set forth below. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. No complaint is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a target and the rights of a wrongfully accused individual.
2. Emergencies: School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.
3. Opening Investigations: Upon receipt of a report or complaint, a designated official, in consultation with the District Equity Coordinator, will promptly undertake an investigation or authorize a third party designated by the District or school to undertake an investigation.
4. Investigative Procedure: The designated official investigating the incident will gather and preserve evidence, and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or other acts of a serious criminal nature, the designated official will confer with the local police department or other law enforcement agencies prior to gathering or preserving evidence to determine if the incident requires law enforcement involvement. Until the designated official confers with the local police, however, s(he) will secure the evidence from contamination or removal. The investigation will generally consist of personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident or circumstances giving rise to the report or complaint. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances. The designated official should take notes during interviews, or prepare them soon thereafter, for the purpose of maintaining accurate records. The designated official will also generally review and evaluate any other information or document, including video recordings, voice mails, e-mails, instant messages, information regarding any prior incident(s) committed by the subject of the complaint, or any other item deemed relevant to the allegations.
5. Communication During Investigation: Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone

else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.

6. Time for Investigations: The designated official will complete his/her investigation as soon as practicable after (s)he receives the complaint or report.
7. Ensuring Safety During Investigation: The designated official, in consultation with the District Equity Coordinator, will take any step s(he) determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps for students may include, but are not limited to, ordering interim disciplinary action under the Student Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment, instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities, and monitoring compliance and reporting non-compliance of protective orders issued by a court. Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.
8. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.
9. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.
10. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

F. BASIS FOR DETERMINING WHETHER POLICY VIOLATED

A designated official, in consultation with the District Civil Rights Coordinator, will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.

G. CONFIDENTIALITY

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and its Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable and state and federal confidentiality laws and student record regulations.

VI. DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the District Equity Coordinator, concludes that the subject of the complaint has violated this Policy, the District will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies and state and federal law.

B. ACTION CONCERNING STUDENTS

Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the target; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations classes; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law. In appropriate cases, the District may contact law enforcement agencies or other state agencies.

Discipline for Students with Disabilities

The District will comply with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). Students who receive their education pursuant to an IEP may not be removed from his or her current placement for more than 10 school days without a determination as to whether or not the behavior that forms the basis of the disciplinary action is related to the student's disability. The District Director of Special Education will be notified regarding the discipline of any student with a disability. For more information regarding the discipline of students with disabilities please contact the Director of Special Education, Kathleen Glennon at 978-388-0531.

Discipline for Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a

student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination. For more information on the discipline of students on 504 plans, contact the Equity Coordinators, Roy Hamond or Elizabeth McAndrews at 978-388-4800.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment termination, supervision, training, and counseling.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with the District or school, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to District schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor's access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

The District will employ a variety of prevention and remediation strategies to maintain to the extent practicable a safe school climate conducive to learning, and ensure that all school community members assume responsibility for their behavior and its consequences.

H. ACTION CONFORMING TO LAW AND APPLICABLE CONTRACTS

Any disciplinary or corrective action taken for violation of this Policy will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal law, and District policies. The District will contact law enforcement agencies if and as appropriate.

VII. ADDITIONAL PROVISIONS

A. OVERSIGHT OF DISTRICT'S COMPLIANCE WITH POLICY

The District designates Roy Hamond and Elizabeth McAndrews as the District Equity Coordinators who, under the supervision of the Superintendent, will ensure the successful administration of and compliance with this Policy. The District will post conspicuously in the central office and in each school the District Equity Coordinator's name and his/her mailing address, telephone number and email address. The District Equity Coordinator's responsibilities include:

1. Maintaining complaint and investigation records under this Policy and of Informal and Formal Proceedings;
2. Maintaining and regularly analyzing documentation of incidents of harassment, bullying, discrimination, retaliation, and hate crimes throughout the District;
3. Advising and assisting with and/or conducting investigations of complaints and reports of violations of this Policy;
4. Regularly assessing the need for and arranging training of school and District personnel and students on the requirements of and compliance with this Policy;
5. Assisting the Superintendent in regularly reviewing the effectiveness of the District's efforts to correct and prevent harassment, bullying, discrimination, retaliation, and hate crimes and proposing improvements in those efforts, consistent with 603 CMR 26.07 (1) & (4);
6. Ensuring that appropriate District and school officials are informed about violations of this Policy and the adequacy of the response;
7. Reviewing this Policy annually for compliance with state and federal law and updating it as necessary; and
8. Ensuring that s(he) and the District and school Title II, Title VI, Title IX and Section 504 coordinators are provided appropriate training to serve in this capacity and receive regular updates on changes in laws, regulations, policies and procedures concerning harassment, bullying, discrimination, retaliation, and hate crimes.

B. POLICY DISSEMINATION

1. At the beginning of each school year, the District will distribute this Policy to all school employees, provide a summary of the Policy to volunteers and independent contractors, and publicize the Policy within the school community.
2. The District and its schools will incorporate a summary of this Policy in the Student Handbook and in each school's code of conduct, and explicitly state that a violation of this Policy is subject to disciplinary action under the school's code of conduct. These documents will be provided to students, parents and guardians each year and will inform them of this Policy in the same manner that they inform parents and students of other policies. The Superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §370 of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.
3. The District will ask each student (if in grade 5 and over) and his/her parent or guardian to provide written confirmation that they received, read and understand the Student Handbook that includes a summary of this Policy, and agree to comply with the Handbook's provisions.

4. To the extent practicable, the District will translate a summary of the Policy into the non-English languages spoken at home by a significant number of parents or guardians of District students.
5. The District will post this Policy and a summary of the Policy on its District's website and conspicuously in each school building in areas easily accessible to students and staff.

C. TRAINING OF SCHOOL EMPLOYEES AND STUDENTS

1. The District will provide in-service training at least annually for all school employees, independent contractors, and school volunteers regarding the prevention and appropriate methods for reporting and responding to harassment, bullying, discrimination, retaliation, and hate crimes; their responsibilities under the Policy; requirements imposed by state and federal civil rights and education laws, including CMR 26.00; and the District's mission, goals and requirements under this Policy.
2. The District will provide education at least annually for all its students in the fifth through twelfth grades regarding how to identify, report and file a complaint or report under this Policy; their rights and responsibilities under civil rights and education laws; and the District's goals and requirements under this Policy. The District will also provide instruction at least annually to all students in kindergarten through fourth grade regarding how to identify and report harassment and bullying.
3. The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §370 and related guidelines issued by the Department of Elementary and Secondary Education.

LEGAL REMEDIES

Any school community member may also pursue legal remedies or other avenues of recourse, including filing a complaint with the Massachusetts Department of Elementary and Secondary Education (Problem Resolution System), at (617) 338-3000; the Massachusetts Office of Attorney General, Civil Rights Division, at (617) 727-2200; the Office of Civil Rights of the United States Department of Education, at (617) 223-9662, the Massachusetts Commission Against Discrimination, at (617) 727-3990 or (413) 739-2145; or the Equal Employment Opportunity Commission, at (617) 565-3200; filing a civil lawsuit; or pursuing criminal prosecution.

GLOSSARY OF TERMS

BULLYING

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: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying. (See Student Code of Conduct for how the District addresses bullying not covered by this Policy.)

COMPLAINANT

A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

CYBER-BULLYING

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 (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) 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 (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

DISABILITY

A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (c) is regarded as having an impairment, or (d) has an individualized education program (IEP).

DISCRIMINATION

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of his/her race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability. A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

HARASSMENT

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment. A single incident, depending on its severity, may create a hostile environment.

Harassment based on a person's protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks);
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites;
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint).

HAZING

The term "hazing" shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

SEXTING

Sexting is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

Examples of Specific Types of Harassment (depending upon the circumstances):

Disability Harassment

- Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using slurs like "retard," or invading personal space to intimidate.

National Origin Harassment

- Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background, such as negative comments about surnames, customs, language, accents, immigration status, or manner of speaking.

Racial Harassment

- Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment

- Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment

- Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Sexual Harassment: (refer to Amesbury Public Schools Policy GBCBD/JFCD)

HATE CRIME

A crime motivated by hatred or bias, or where the target is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the aggressor or because the targeted person has a disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnic, religious or anti-gay slurs;
- Use of symbols of hate, such as a swastika or burning cross;

- Similar behavior toward others who are members of the same protected class;
- The aggressor's protected class is different from the target's;
- The incident occurs while the target was promoting a racial, religious, ethnic/national origin, disability, gender or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

INDEPENDENT CONTRACTOR

Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

NATIONAL ORIGIN

A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

RETALIATION

Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

REPORTER

A person reporting an incident who is a third party and not the target of the alleged conduct that violates the Policy.

SCHOOL COMMUNITY MEMBER

Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

SCHOOL EMPLOYEE

Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

SCHOOL-RELATED ACTIVITY

Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility

for students; or where students are using school transportation or are at a designated school bus stop.

SCHOOL VOLUNTEER

Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

^[1] Whenever this policy refers to any time frame, it shall mean as soon as practicable under the circumstances.

^[2] **Any other conduct harmful to school climate and subject to discipline is governed by the Student Code of Conduct and other District policies.** This Policy only covers conduct directed at a target because of his/her race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability, or to bullying behavior. **See Glossary of Terms.**

^[3] Where there is a felony complaint or conviction of a student involving reported or complained-of conduct in violation of this Policy, the principal of the school where the student is enrolled may decide to proceed under the requirements of General Laws Chapter 71, § 37H 1/2.

^[4] Pursuant to state law, 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: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Legal Refs: M.G.L. c.71, §37H & 37H 1/2
M.G.L. c.119 §51A
Section 504, Rehabilitation Act of 1973
29 U.S.C. §794
34 C.F.R. 104 et. seq.
603 CMR 26.07 (1) & (4) & CMR 26.00

Replaces: JFCB/GBCBC & GBCBC/JFCB

Adopted: 2005

Revised: 2006; 2007; 2008; 2010

603 CMR: DEPARTMENT OF EDUCATION

603 CMR 49.00: NOTIFICATION OF BULLYING OR RETALIATION

Section

- 49.01: Authority
- 49.02: Scope and Purpose
- 49.03: Definitions and Terms
- 49.04: Bullying and Retaliation Prohibited
- 49.05: Notice to Parents
- 49.06: Notice to Law Enforcement Agency
- 49.07: Confidentiality of Records

49.01: Authority

603 CMR 49.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 71, § 37O, as added by St. 2010, c. 92.

49.02: Scope and Purpose

603 CMR 49.00 governs the requirements related to the duty of the principal or leader of a public school, approved private day or residential school, collaborative school, or charter school to notify the parents or guardians of a target and an aggressor when there is an incident of bullying or retaliation, and to notify the local law enforcement agency when criminal charges may be pursued against the aggressor. 603 CMR 49.00 also address confidentiality of student record information related to notification of bullying and retaliation.

49.03: Definitions and Terms

Aggressor means perpetrator of bullying or retaliation as defined in M.G.L. c. 71, § 37O.

Approved Private Day or Residential School means a school that accepts, through agreement with a school committee, a student requiring special education pursuant to M.G.L. c. 71B, § 10 and 603 CMR 28.09.

Bullying, pursuant to M.G.L. c. 71, § 37O, means 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:

- (a) causes physical or emotional harm to the target or damage to the target's property;
- (b) places the target in reasonable fear of harm to himself or herself or damage to his or her property;
- (c) creates a hostile environment at school for the target;
- (d) infringes on the rights of the target at school; or
- (e) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyberbullying.

Charter School, pursuant to M.G.L. c. 71, § 37O, means a Commonwealth charter school or Horace Mann charter school established pursuant to M.G.L. c. 71, § 89.

Collaborative School, pursuant to M.G.L. c. 71, § 37O, means a school operated by an educational collaborative established pursuant to M.G.L. c. 40, § 4E.

Cyberbullying, pursuant to M.G.L. c. 71, § 37O, means bullying through the use of technology or any electronic communication, which shall include, but 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. Cyberbullying shall also include:

- (a) the creation of a web page or blog in which the creator assumes the identity of another person; or

603 CMR: DEPARTMENT OF EDUCATION

49.03: continued

(b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in 603 CMR 49.03: Bullying(a) through (e). Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in 603 CMR 49.03: Bullying(a) through (e).

Hostile Environment, pursuant to M.G.L. c. 71, § 37O, means 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.

Local Law Enforcement Agency means a local police department.

Local Plan means the bullying prevention and intervention plan required to be developed under M.G.L. c. 71, § 37O.

Parent means a student's father or mother, or guardian.

Principal means the administrative leader of a public school, charter school, collaborative school, or approved private day or residential school, or his or her designee for the purposes of implementing the school's bullying prevention and intervention plan.

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

School means an approved private day or residential school, collaborative school, or charter school.

School District, pursuant to M.G.L. c. 71, § 37O, means the school department of a city or town, a regional school district or a county agricultural school.

Student Record has the meaning set forth in the Massachusetts Student Records Regulations, 603 CMR 23.02.

Target means a student victim of bullying or retaliation as defined in M.G.L. c. 71, § 37O.

49.04: Bullying and Retaliation Prohibited

(1) Bullying of a student is prohibited as provided in M.G.L. c. 71, § 37O. Retaliation is also prohibited.

(2) Bullying shall be prohibited 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 owned, leased or used by a school district or school. Bullying 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, shall be prohibited if the bullying:

- (a) creates a hostile environment at school for the target;
- (b) infringes on the rights of the target at school; or
- (c) materially and substantially disrupts the education process or the orderly operation of a school.

(3) Each school district and school shall have procedures for receiving reports of bullying or retaliation; promptly responding to and investigating such reports, and determining whether bullying or retaliation has occurred; responding to incidents of bullying or retaliation; and reporting to parents and law enforcement as set forth in 603 CMR 49.05 and 49.06.

603 CMR: DEPARTMENT OF EDUCATION

49.05: Notice to Parents

- (1) Upon investigation and determination that bullying or retaliation has occurred, the principal shall promptly notify the parents of the target and the aggressor of the determination and the school district or school's procedures for responding to the bullying or retaliation. The principal shall inform the target's parent of actions that school officials will take to prevent further acts of bullying or retaliation. Nothing in 603 CMR 49.05(1) prohibits the principal from contacting a parent of a target or aggressor about a report of bullying or retaliation prior to a determination that bullying or retaliation has occurred.
- (2) Notice required by 603 CMR 49.05 shall be provided in the primary language of the home.
- (3) Each school district and school shall include the requirements and procedures for communicating with the parents of the aggressor and target of bullying or retaliation in the local plan.
- (4) A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

49.06: Notice to Law Enforcement Agency

- (1) Before the first day of each school year, the superintendent or designee of a school district and the school leader or designee of an approved private day or residential school, collaborative school, or charter school shall communicate with the chief of police or designee of the local police department about the implementation of 603 CMR 49.06. Such communication may include agreeing on a method for notification, a process for informal communication, updates of prior written agreements, or any other subject appropriate to the implementation of 603 CMR 49.06.
- (2) At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in 603 CMR 49.06 shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.
 - (a) In making the determination whether notification to law enforcement is appropriate, the principal may consult with the school resource officer and any other individuals the principal deems appropriate.
 - (b) Nothing in 603 CMR 49.06 shall prevent the principal from taking appropriate disciplinary or other action pursuant to school district or school policy and state law, provided that disciplinary actions balance the need for accountability with the need to teach appropriate behavior.
 - (c) The principal shall respond to the incident as set forth in relevant provisions of the local plan consistent with 603 CMR 49.06.
- (3) If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school district or school, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.
- (4) Each school district and school shall include the requirements and procedures for communicating with the local law enforcement agency in the local plan.

49.07: Confidentiality of Records

- (1) A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.

603 CMR: DEPARTMENT OF EDUCATION

49.07: continued

(2) A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

(3) A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4)(e) and 34 CFR 99.31(a)(10) and 99.36. 603 CMR 49.07(3) is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

REGULATORY AUTHORITY

603 CMR 49.00: M.G.L. 71, § 37O, as added by St. 2010, c. 92.

Frequently Asked Questions

- **Who Can Report?**
 - Student
 - Parent
 - Teacher
 - school volunteer
 - school employee
 - independent contractor
 - community member

- **Bully vs. Peer Conflict?**

Conflict

 - Participant blame each other
 - Participants are of equal social status
 - The behavior may be a single incident

Bullying

 - Target is afraid to blame the aggressor and may deny there is an issue
 - There is a social power imbalance between participants
 - This behavior is a pattern

- **How Do You Report?**
 - Anonymous reporting acceptable, but no disciplinary action will take place.
 - Fill out a Harassment/Bullying Reporting Form JFCB/GBCBC-E1
 - The Form is available in all district school Main Offices , on the District’s main page as well as on each school’s individual webpage.
 - Call Bullying Hotline
 - AHS 978-388-4800 ext. 4231
 - AMS 978-388- ext.
 - AES 978-388- ext.
 - CES 978-388- ext.

- **What Happens Next?**
 - The School Principal or the District’s Equity Coordinators are responsible for receiving the reports.
 - AHS Elizabeth McAndrews or Roy Hammond
 - AMS Michael Curry or Principal’s Designee
 - AES Walter Hellieson or Principal’s Designee
 - CES M. Louise Charette or Principal’s Designee

- **What is the school’s responsibility?**
 - Ensure the safety of the target
 - Follow Amesbury Public School District’s policy regarding investigations
 - Make a determination based on the specifics of each situation
 - Provide a written report to the parties involved

- **What can parents do to help?**
 - Monitor all technology – computers, phones, facebook, texting etc.

- Be aware that there are usually two sides to the story.
- When you have questions, please call and ask the person in charge of the investigation or receiving reports.
- Don't assume that nothing is being done.

- **What can I expect as far as communication *during* an investigation?**
 - Your child's safety to be addressed immediately
 - Information about changes that impact your child
 - Sometimes minimal communication is essential to determine the veracity and the extent of the incident.
 - Upon conclusion of the investigation, you will hear that the investigation is over and receive a written summary of the findings and next steps (if aggressor) to be taken.

- **What do I do when I think the school has done nothing?**
 - Due to 603 CMR 49.07 (1) A principal or designee may **not** disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
 - Remember that the intent of the Bullying Law is to **educate** our students so that they make better choices and understand that their behavior is unacceptable. The methods of education may or may not be visible. A wide range of disciplinary actions, within and outside of the school, are viable options and may be assessed depending on the specifics of each case.

- **What do I do if the bullying behavior continues?**
 - Immediately contact the person who conducted the investigation.

Appendix I-A

Amesbury Public Schools Bullying Task Force

Co-Chairs

M. Louise Charette, Principal, Cashman Elementary School

Elizabeth McAndrews, Dean of Students, Amesbury High School

Committee Members

Telena Imel, Director of Curriculum

Jane Finger, Special Education Secondary Coordinator

Steve O'Connor, Assistant Principal Amesbury Middle School

Kevin Ouellet, Lieutenant Amesbury Police Department

Sean Leary, Detective Amesbury Police Department

Deb Smith, Executive Director Pettengil House

Megan Schneider, Amesbury Middle/High School Adjustment Counselor

Kathie Scott, Amesbury Middle Guidance Counselor

Edna Jarman, Cashman Elementary School

Althea Cynewski, Assistant Teacher, Cashman Elementary School

Hope Abramson, Amesbury Middle School English/Language Arts Teacher

Joe Stanley, Amesbury High School Technology Teacher

Patti Mooers, Amesbury Elementary School

Mary Mitchell, Co-Director Wellness Department, Amesbury Middle School

Maggie Furlong, Co-Director Wellness Department, Amesbury High School

Gail Browne, Parent of Elementary and Middle School students

Kathy Shorter, Parent of High School Students

Nicole Noble, Parent of Elementary and High School students

Charlie Colfer, Student Amesbury High School

Adam Elfiki, Student Amesbury Middle School

Appendix I-B

Meeting Dates

Thursday, October 14th
Monday, October 18, 2010
Tuesday, October 26, 2010
Thursday, November 4, 2010
Friday, November 12, 2010

Open Meeting for Public Comment

December 6, 2010
Ends December 10, 2010

School Committee Approval

December 21, 2010

Appendix I- C – Agendas for Meetings

Thursday, October 14, 2010

- I. Superintendent – Welcome and thank you to Committee
- II. Legislation
 - a. Model Plan
 - b. Common definitions
 - c. Goals of the Group
- III. Group Work
 - a. Read assigned section of Model Plan
 - b. Decide about resources to bring to next meeting
 - c. Homework
- IV. Dates for upcoming meetings

Monday, October 18, 2010

- I. Exploration of Building/District Resources
- II. Refine list of what we do
- III. Omissions – what do we need to add
- IV. Draft writing if ready

Tuesday, October 26, 2010

- I. Review of work completed
- II. Conversion of outlines to text
- III. Collaboration with members of other sections/crossover

Thursday, November 04, 2010

- I. Review of work completed
- II. Revisions of sections
- III. Plan for review of draft plan
- IV. Next meeting date – 3:15 on Tuesday November 16th or Wednesday, November 17

Monday, November 22, 2010

- I. Reviewed draft document
- II. Members made suggestions about additions etc.

How Can Parents of a Victim Become Active in Resolving Bullying Situations?

Get specific information from your child. The more specific the information you can get, the better the school will be able to help end the situation. Ask your child the following questions, and record the answers in writing carefully:

Where did this happen? (Playground? Lunch room? Classroom?)

When did this happen? (morning? During recess? After school?)

Is this the first time this happened?

What happened right before this happened?
What were you doing? What was Joey doing?

Walk me through what happened. You said, "Hi." What did Joey say or do next? What did you say or do?

Who else was there? (Teacher? Other adult? Other kids?) What did they do?

Did you tell anybody? If yes, what did they do? If no, why didn't you tell an adult? (Were you frightened? Not sure what to do?)

Take this information in written form, to your school. Ask them to read it and make an appointment to sit down afterwards.

During that appointment, ask the school:

Is there any other information that I can get from my child to help you address this situation?

Will you be following school policy in addressing this situation? The policy states.... (read appropriate policy statement here about consequences)

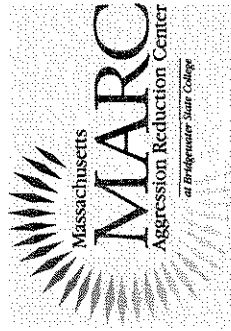
What specific actions can you tell me you will be taking? (Note that you

understand the legal limitations school officials are under.)

Have you spoken with my child's teacher/playground monitor/lunch room attendants/etc.? Have you spoken with any adults or children who witnessed the event?

What will you tell my child to emphasize to them that you are here to make school a safe place for them?

Set up another meeting in a week or so to review progress.



Websites

WWW.MARCCENTER.ORG

WWW.SAFETYOUTH.ORG

WWW.KIDSHEALTH.ORG

WWW.STOPBULLYNOW.HRSA.GOV

WWW.FAMILYINTERNET.ABOUT.COM

Massachusetts Aggression Reduction Center

Maxwell Library 201
Bridgewater, Massachusetts 02325

Phone: 508-531-1784

Fax: 508-531-4379

E-mail: marc@bridgew.edu

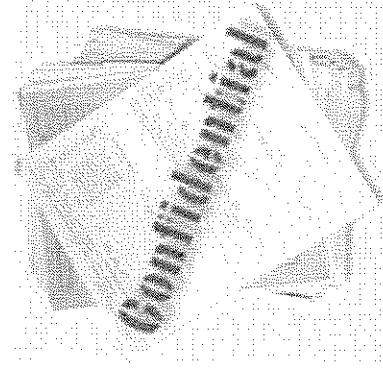
Website: www.MARCCenter.org

BRIDGEWATER STATE COLLEGE

Why Is It Confidential?

Understanding Your School's Limits on Sharing Information

Massachusetts Aggression Reduction Center



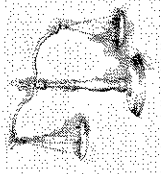
www.MARCCenter.org

You want to know.....

When your child has been a victim of bullying, it's natural to want to know exactly what will happen to the child who bullied him or her. If you ask an educator in the United States, "What punishment is that child going to receive?" and hear...

"That's confidential."

You may conclude that the educator or administrator is avoiding your question or protecting the bully. In fact, they are simply obeying the law!



Educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor students. One effect is this act is

to make school records (including discipline) a private matter. That means a school is prohibited from sharing any information in a student's record - including disciplinary information - to third parties without parental consent.

The result of this is that you cannot expect a school official to tell you how they have disciplined a student, even if your child was directly victimized by that student. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

In Massachusetts, state law 603 CMR 23.07(4) similarly prohibits disseminating any student record information to third parties without parental consent. There are a few exceptions in the law.

What A School Official CANNOT tell you	What a School Official CAN tell you
-Specific disciplinary procedures instituted against any child except your own	-Specific disciplinary procedures that are defined in school policy or administrative procedures, and whether or not they intend to follow that policy in this case
-any actions the school is taking that specifically affect a child other than your own (e.g., moving another child to a different classroom)	-any actions the school is taking that affect your child (e.g., moving your child to another classroom)
-the content of any communications with another child's parents or guardians	-the fact that they have been in communication with the parents or guardians of other children
-any contract or agreement with a child who is not your own, or with the parents of that child	-any actions the school is taking which affect the children generally but which may impact the incident(s) in question (e.g., placing an adult monitor in a spot which has been identified as one where bullying occurs)

What A School Official CANNOT tell you	What a School Official CAN tell you
-the names or identification of other children involved in previous incident(s) in which your child had some involvement, for which there is a record	-previous incident(s) in which your child had some involvement, without naming other children
-measures other parents are taking to help their child (e.g., parents putting another child in therapy)	-measures you might use to help your child (e.g., practicing your child's response to a bully; "checking in" daily with your child's teacher; getting important information from your child)
-previous or past behaviors or behavior problems of any child other than your own child	-any reports or referrals made to law enforcement regarding the incident(s) in question

Massachusetts Aggression Reduction Center
Maxwell Library 201
Bridgewater, Massachusetts 02325

Phone: 508-531-1784
Fax: 508-531-4379
E-mail: marc@bridgew.edu



Helping your child cope

- Support your child by telling him or her that this is not his fault, and that he or she did nothing wrong.
- Gently emphasize that above all, your child should not retaliate or attempt to fight or hit the bully.
- Role-play ignoring the bully or walking away.
- With your child, make a list of the adults in school that he or she can go to for help, such as counselors or administrators.
- Give your child some relief. Arrange for him or her to see friends on the weekends, and plan fun activities with the family.

The more your child knows about bullying, the less he or she will be blindsided by this event. Go online, and explore sites with your child. Discuss them and become experts yourselves.

Suggested Web sites

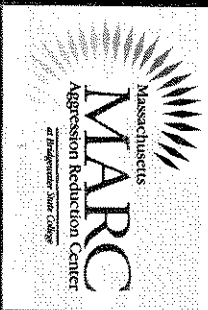
- www.MARCenter.org
- www.safeyouth.org
- www.kidshhealth.org
- www.stopbullynow.hrsa.gov
- www.familyinternet.about.com
- www.pacerkidsagainsbullying.org

E-mail: marc@bridgew.edu
Web site: www.MARCenter.org

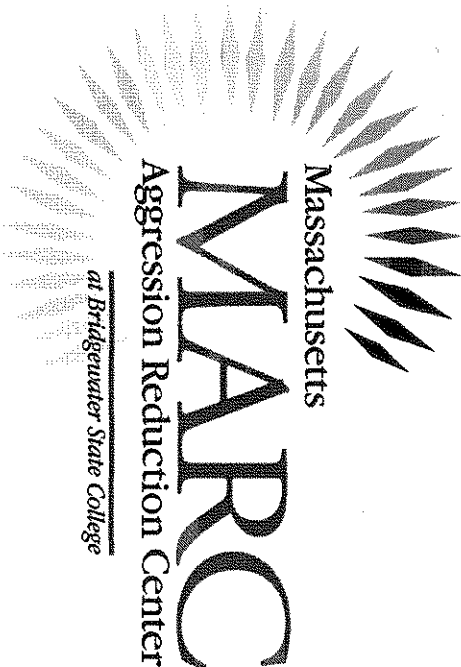
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When your child is being bullied



A guide for parents

Practical strategies
Helping your child cope
Working effectively with
your child's school



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www.MARCenter.org

Practical strategies: GET THE FACTS.

In a gentle manner, ask your child for details.

Ask when the bullying happened, where it happened, if he or she remembers exactly what was said and done, and in exactly what order, and if anyone else (adult or child) was present.

It's important not to interrogate your child as if you don't believe him/her; rather, ask your child gently for these details. If your child wants to know why you are asking ("Don't you believe me?"), explain that you can help him or her best by knowing exactly what happened.

Where did this happen?

Has it happened before?

Is it always the same?

When did this happen?

What happened first, then next, then after that?

Was anyone else there?

Did any kids or adults see this?

How did they react?

Take the specific data you get to your child's teacher and the assistant principal or principal of your school. It's very important that you have, and give, specific details. The more specific you can be about exactly what happened, where, when, any witnesses, any previous occurrences, the better the school will be able to keep the incident from recurring.

Although you can't insist on knowing a bully's punishment, you can insist that your child's school offers your child comfort measures – no matter what the status of the incident. Schools can comfort children by offering them the support of administration or counselors, and letting the child know that they are there to talk or support them anytime they need help or assurance.

Ask for a timeline ("When will a decision be made?"), and ask what will be done immediately ("What can you do to make sure Ashley isn't threatened at her locker again tomorrow morning?").

Finally, ask to be kept informed ("I realize you need to discuss this situation with other personnel, but please let me know what the outcome is so I can reassure Billy that something is being done.").

Important note: Administrators cannot, by federal law, tell you about disciplinary actions taken against another child – even when your child is a victim. So don't expect to know what disciplinary actions a bully is subject to. Instead, focus on what adults will do to keep your child reassured and safe.

Ask the school to reassure your child that he or she will be protected. ("Please call Sarah out of class today, and let her know that you're aware of the situation and that you won't let it occur again.")

Consider carefully before demanding that the offending child apologize to your child. Most targets of bullying do not want an adult-enforced apology from the bully, since it underlines the fact that they have now told on him or her. Such an apology can be frightening for a victim.

Keep in mind that your primary goal should be to get the school's cooperation to get the bullying to stop. Knowing your own child is being victimized can evoke strong feelings, but you'll get much more cooperation from school personnel if you can stick to the facts without becoming overly emotional. While you may want assurance that everyone involved is punished severely, try to focus on putting an end to the bullying!

Many parents want to be better prepared to respond when their child comes home and reports that they were bullied at school. So what can a parent do to help resolve the situation?

Be prepared to work with your child's school.

Before jumping to the conclusion that the staff and faculty at your child's school are indifferent, uncaring or hostile, give them a chance to help you resolve the situation.

NOT

"Josh is being bullied, and why aren't you appropriately supervising those children?"

BUT

"There's a problem with Josh being bullied that you may not be aware of. Let me tell you the details, and let's see if we can come up with a plan to address this."



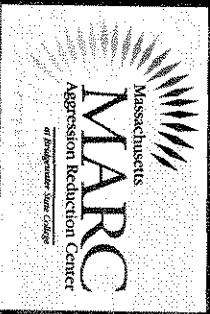
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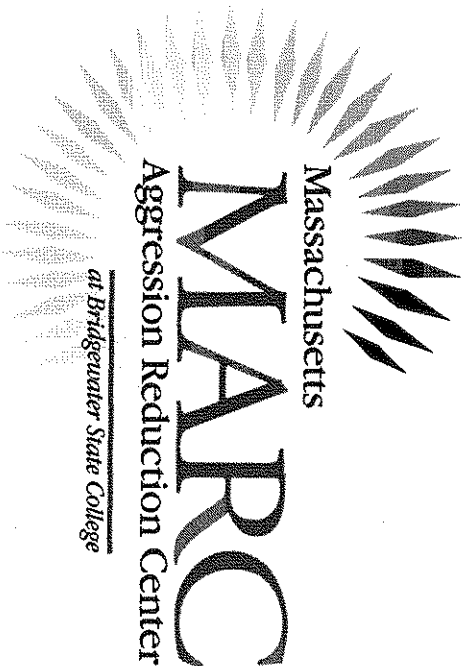
How to respond to online bullying if it has already happened

1. Encourage your child to spend less time online, but consider carefully before banning the computer.
2. Look up and review the hosting site's policy. Send the host a copy of the Web page and a copy of its own policy. Demand that the host remove the page.
3. If the child who posted online is under 13, then under the Children's Online Privacy Protection Act (COPPA), the host must remove the site immediately.
4. Always monitor your child's site and the sites of any friends on which they may be posting.
5. If it's spilling over into school, notify the school immediately. School administrators will often work with police or parents to take action and help to resolve the problem.

Should I monitor my child online?

Sit your children down and tell them that the Internet is not a place where they can expect privacy, and that you are responsible for their safety and will be monitoring what they do online. Explain that what they do online is never private. There is software, like McGruff (www.gomgruff.com), that allows you to monitor your child online. If you warn your child in advance that they can't expect privacy, then you'll avoid arguments about it later.

Social Networking



What are social networking sites?
Why are these sites attractive to teens?
What are the dangers associated with these sites?



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In today's world, children interact in the virtual world as often as they do in the "real" world. Although this trend concerns parents and adults, the Internet has many positive aspects. It offers many opportunities for education and, in a number of ways, makes life easier for all of us.

Children and teens use the Internet for socializing in addition to the previously noted utilitarian aspects. This tendency to socialize "virtually" — or online — is likely to continue to grow as generations pass. While parents can limit the amount of time that children spend on the Internet, children need to learn to how to become "net-smart" just as much as they need to learn more traditional life skills. Virtual socializing takes place on sites such as MySpace, Facebook or other similar Web sites, where kids can sign up for free and put up a personal profile. They can also post comments on other people's profiles. They can "meet" people online, have discussions and share interests.

While much of this is innocent socializing, there are real dangers associated with these social networking sites. Some of these dangers involve what other people can do, and some of them involve your own child getting into trouble inadvertently. The goal is simple: we want to let you know the dangers, so you can teach your child about them — the same way you teach your child about the dangers of the road when they learn to drive a car.

Questions you may have before you sit down to have "the talk"

Why are teens so attracted to social networking sites?

Part of adolescence is trying on different identities, and these sites make this easy and fun. Also, kids generally think that these Web sites are uninhabited by adults.

Do kids really post personal information?

A Northwestern University study found that more than two-thirds of children and teens posted personal information in their profile.

What else do kids do on these sites?

Sometimes as a joke, kids may post cruel or unflattering things about other teens or personal information about other children. Sometimes they pose as other people online by using their name, screen name, photo, or other identifiers. Having a friend's login and password is a badge of honor, so even kids who are excellent students sometimes do this, and they're often totally unaware of the very serious repercussions.

Why is posting personal information a risk?

1. It can be used by pedophiles to track down, find and pursue your child.
2. It can be used by other teens or adults to stalk, harass or bully your child.
3. It can be used to steal your child's identity, or even your identity.

The Internet is a written record that can be more permanent than publishing an article in a newspaper because words can be forwarded, re-posted, blogged, listed anywhere, a million times over. Nothing posted online is "private" in any sense.

Principles and guidelines for parents to communicate to their children

1. The Internet counts.

If it's illegal in person, it's illegal online. Just because you know you're joking, doesn't mean they will. Joking or not, threats, stalking and harassment are illegal and can result in prosecution. If you wouldn't want it on a billboard, don't post it on the Internet.

2. Yes, adults see what you're doing.

If you don't want your parents, boss, teachers to see it, then don't put it online. Kids think "private" profiles are really private, but they are absolutely not. Even a "private" profile can be read and copied. In many cases, you can and will be traced. The Internet is not as anonymous as you may think, and police respond to illegal postings online every day.

3. Don't let your emotions rule your typing.

If you're upset or mad, log off for a while. Never respond to a message or a posting if you are upset or mad. It may be tempting to take revenge, but don't give in to that temptation! Even if you were originally the victim, if you take revenge, you could be the one who gets prosecuted or in trouble.

4. Posing as someone else online could result in criminal charges.

Posting a fake profile by using someone else's name, photo, or identifying information (no matter what the content of that fake profile); using someone else's name or username or password; using a very similar screen name, plus that person's real name (posing as that person online using their information) can easily result in your being charged with identity theft, which is a serious crime.

5. If someone bullies you online ...

Never respond. Save the message. Tell an adult. If physical threats or violence are part of the message, tell the police.

6. Your personal information can be used to bully or harass you.

Personal information means any information that can be used to identify you: your name, photo, phone number, address, town, the name of a team you play on, etc. Undercover online police have successfully tracked down kids based only on their first names and athletic team names. Sensitive information is anything you don't want everyone to see such as embarrassing or dumb things you've done or said.

7. Online friends are strangers, no matter how long you've "known" them.

It's easy to pose as someone else online. No matter how many years you've corresponded with people online, they are strangers. They may not feel like strangers, but you don't really know them. Never agree to meet them or call them. Tell your parents if they want to meet you.

As with most things ... prevention is easier than reaction. Just talking about these issues will help your child a lot. If you have further questions, contact us or visit these Web sites: www.isafe.org, www.cyberbully.org or www.cyberbullying.ca.