

# 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 Plan shall afford all students the same protection regardless of their status under the law. 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.” Also note that “aggressors” may be students and/or members of school staff.

Our Plan applies to students and members of a school staff, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus and van drivers, athletic coaches, advisors to co-curricular activities, and paraprofessionals.

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## I. LEADERSHIP

Amesbury Public School's (APS) 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 a 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's 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: at least once every four years beginning with the 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey (VOCALS) to assess school climate and the prevalence, nature and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident

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data to the Department 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). Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs. 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 D): 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 Amesbury Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

We, in the Amesbury Public Schools, are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. 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. Our Plan affords all students the same protection regardless of their status under the law.

We recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on their actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or

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more of these characteristics. 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 promptly investigate 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. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

## **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 consider 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 districtwide staff training utilizing both in-person and on-line training 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.

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 competence and pro social behaviors for all students as well as clear, consistent hierarchy of consequences for disciplinary infractions will also be addressed.

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

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Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

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 support 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

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on the needs of students with autism or students whose disability affects social skills development. (See Section III C).

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. Our 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 include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. 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 Public Schools. In addition, our 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

	<b>Human Resources</b>	<b>Program Resources</b>
<b>District (All Schools)</b>	Within District: <ul style="list-style-type: none"> <li>● Principals, Assistant Principals, Building Coordinators, School Counselors</li> <li>● School Councils</li> </ul>	<ul style="list-style-type: none"> <li>● Small group work with school counselors</li> <li>● Small group and individual guidance</li> </ul>

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	<ul style="list-style-type: none"> <li>● PTO (Elementary)</li> <li>● PAG (Middle School)</li> <li>● SEPAC</li> <li>● Student Council</li> <li>● Teachers</li> <li>● Cafeteria Staff</li> <li>● Custodians</li> <li>● Volunteers</li> <li>● Local Senior Citizens</li> </ul> <p>Outside Contractors:</p> <ul style="list-style-type: none"> <li>● Pettengill House</li> <li>● Elliot Community Behavioral Health Centers and Clinics</li> <li>● Private Therapists</li> <li>● Amesbury Police Department</li> </ul>	<p>counselor interventions</p> <ul style="list-style-type: none"> <li>● Student Council</li> <li>● Co-curricular activities to provide opportunities for positive social interactions and build connections to the community</li> <li>● Amesbury High School PASS/Work Study program pairing students with Elementary and Middle School partners</li> <li>● Every school promotes community connections by linking children to projects for places such as Our Neighbors Table, Pettengill House, Jeanne Geiger Crisis Center, etc.</li> <li>● Building Accommodation Plans</li> <li>● SEB Academy</li> <li>● Mandated Trainings through ArxED</li> </ul>
<b>Elementary</b>		<ul style="list-style-type: none"> <li>● Second Steps Grade K-5</li> <li>● Responsive Classroom</li> <li>● PBIS</li> <li>● Mixed-grade level programs</li> <li>● Multi age pairing as a prevention strategy</li> </ul>
<b>Middle School</b>		<ul style="list-style-type: none"> <li>● Second Steps</li> <li>● Peer Mediation</li> </ul>

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		<ul style="list-style-type: none"> <li>● Student Support Program</li> <li>● Girls, Inc.</li> <li>● PACT</li> <li>● Wayfinder Wednesdays</li> </ul>
<b>High School</b>	Peer Leaders Coaches Advisors	<ul style="list-style-type: none"> <li>● Peer Mediation</li> <li>● GSA</li> <li>● MVP</li> <li>● PACT</li> <li>● Coach Training/pre-season meetings on hazing, bullying, harassment</li> <li>● Student Advisory Program</li> </ul>

The Amesbury Public School District has a strong relationship with Elliot Behavioral Health Services., The Pettengill House Inc., and the Amesbury Police department. These relationships have been instrumental in providing support for the students and families of the community.

The Amesbury Police Department and the Amesbury Public Schools have a formal working relationship (Memorandum of Understanding – Appendix H) agreed upon by participating agencies to provide a safe and violence free educational setting. In addition, the Amesbury Police Department conducts walkthroughs of each building in the district multiple times a week.

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 C. Crisis level interventions to children and families of Amesbury and surrounding communities. The mission of Pettengill House is to support and empower children and families by providing education, coordinated services, emergency assistance and basic needs.

**Other Community Partnerships**

- a. Elliot Behavioral Health Services
- b. Department of Child and Family Services
- c. PACT
- d. Family Stabilization Services
- e. Courts/probation officers

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- f. Other private therapists in the area providing services through family insurance
  - g. 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.
- 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 the school administration or counselor. Those students are discussed at IST/STAR meetings that involve both school and outside service representatives. Counselor makes referral to appropriate support services.
  2. Formal Protocol – Teacher or staff make a written referral to a school-based Intervention Team (IST/STAR). 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.

#### 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. Other resources are currently available on the Department’s website at <https://www.doe.mass.edu/sfs/bullying/> including social emotional guidelines.

- 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.

<b>Curriculum Based Prevention Approaches</b>	<b>Co-Curricular Prevention Approaches</b>
<b>Whole district</b>	
<ul style="list-style-type: none"> <li>● School wide behavior expectations that reflect respect for self and others, environment and learning</li> <li>● Specific predictable progressive discipline</li> <li>● Positive behavioral support including teaching appropriate social interactions, providing positive reinforcement for appropriately modified behavior</li> <li>● Conflict resolution strategies</li> <li>● Technology class based cyberbullying instruction</li> <li>● Annual review of district behavioral expectations and procedures for reporting peer conflicts</li> </ul>	<ul style="list-style-type: none"> <li>● Big Brother/Big Sister program for older children to mentor younger children</li> <li>● Critical Friends/Professional Learning Groups research and implement effective intervention/prevention strategies</li> <li>● Student Councils</li> <li>● Social pragmatics instruction for students with identified needs</li> <li>● Community Connections – fostering intergenerational relationships, fostering stewardship, fostering civic responsibility</li> </ul>
<b>Elementary</b>	
<ul style="list-style-type: none"> <li>● PBIS Academy</li> <li>● All School Assemblies are used to reinforce common language and club, co-curricular school-based activities</li> <li>● All school initiatives and special events of community, belonging, and respect</li> <li>● Science partners and story pals link older elementary students with younger students to encourage caring and respectful interactions among grade levels.</li> <li>● Grade Level MTSS</li> <li>● Kindergarten Buddies</li> </ul>	<ul style="list-style-type: none"> <li>● PTO after-school activities: Lego, American Girls, Destination Imagination, Brownies, Girl Scouts, Boy Scouts, etc.</li> </ul>
<b>Middle School</b>	
<ul style="list-style-type: none"> <li>● Grade level assemblies are used to reinforce common language and expectations about behavior</li> <li>● Beginning of the year Team building activities to reinforce</li> </ul>	<ul style="list-style-type: none"> <li>● Co-curricular school based activities:</li> <li>● Intramural sports, peer leaders, student council, math club, destination imagination etc.</li> </ul>

<p>importance of building a strong school culture</p> <ul style="list-style-type: none"> <li>• Health curriculum activities grades 5-8 on creating and building positive relationships</li> <li>• All school initiatives related to promoting positive school culture (No-Name Calling Week, Positive Behavior recognition, etc.)</li> <li>• Department and Grade Level MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Advisory Group (PAG) social and academic supplemental activities Peer Mediation Girls Inc.</li> <li>• School based peer/social/behavioral skills groups</li> </ul>
<b>High School</b>	
<ul style="list-style-type: none"> <li>• Grade 10 mandatory health course unit on Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Varsity and Junior Varsity Sports</li> <li>• GSA</li> <li>• MVP (Mentors for Violence Prevention)</li> </ul>

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 cyber safety, 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.

- 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 II B above):

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- 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, homeless students, and include a student's race, religion, ancestry, national origin, socioeconomic status, academic status, physical appearance, pregnant or parenting status, or by association with a person who has or is perceived to have one or more of these characteristics.
- 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. 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.

**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

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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 recurrence. 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. "

Additionally, students will be protected from being bullied by a member of the school staff, which includes, but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

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.

- 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 or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, 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. 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 (See Appendix E).

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 educators, administrators, school nurses, cafeteria workers, custodians, bus and van drivers, athletic coaches, advisors to co-curricular activities, paraprofessionals, 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, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school and/or district website, and in information about the Plan that is made available to parents or guardians.

### **1. Reporting by Staff**

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee or to the superintendent when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the aggressor, 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor. 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor.

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;
- 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;

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 parents or guardians voluntarily consent to the transfer.

2. **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.
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

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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.

### C. Investigation

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee, will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

D. Determinations

1. The principal or designee will make a determination based upon all of the facts and circumstances.
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 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.
5. The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's Problem Resolution System and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to bullying

This section of the Amesbury Public School's Plan enumerates the school 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.

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 curriculum
- 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 prosocial ways to achieve their goals
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- Adopting behavioral plans to include a focus on developing specific social skills, 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.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act (IDEA) and should be read in cooperation with state laws regarding student discipline.

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

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

- A written warning
- Classroom or school transfer
- Short-term, long-term suspension, or expulsion from school
- 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

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- 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.

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

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

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

### F. Responding to a Report of Bullying by School Staff

The District's policy, [GBCBC/JFCB](#), clearly outlines the steps to follow when responding to and resolving a report of bullying against any student, whether by another student or a staff member. In short, this policy will be followed if a report of bullying against a student by staff is received.

## 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. Our 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 their parents/guardians.

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- 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, PAG, School Councils, Special Education Parent Advisory Council (SEPAC), or similar organizations.

1. Parent Resources

- a. Student Handbook - there are elementary, middle and high school handbooks
- b. Parent Orientation Nights/Back to School Nights include information on strategies employed in the classroom to promote positive social skills and understanding of bullying prevention skills.
- c. It is our goal to have a link from each school web page to the 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
    - a. Definitions
    - b. Anti-bullying curriculum
    - c. Reporting Form
    - d. Links to online parent resources for example
      - i. [www.kidpower.org](http://www.kidpower.org)
      - ii. <https://vc.bridgew.edu/marc/>
      - iii. [www.amesburyma.gov/policedepartment](http://www.amesburyma.gov/policedepartment)
      - iv. [www.tolerance.org](http://www.tolerance.org)
    - e. PACT
  - ii. Parent Teacher Organizations
    1. Will continue to work cooperatively with the school to develop a common language, common understandings and share resources.
    2. This may include training 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

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- b. Retaliation
- c. Bullying vs. Harassment
- d. Cyberbullying

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 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,

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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. PROBLEM RESOLUTION SYSTEM**

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's Problem Resolution System and the process for seeking assistance or filing a claim through the Problem Resolution System. This information may be made available in both hard copy and in electronic formats:

Any parent wishing to file a claim/concern seeking assistance outside the district may do so with the Department of Elementary and Secondary Education Problem Resolution System (PRS).

That information can be found at <http://www.doe.mass.edu/prs/>. Emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call (781)338-3700. Hard copies of this information is also available at the Superintendent's office.

## IX. 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 or member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying - as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- Creates a hostile environment at school for the target
- Infringes on the rights of the target at school
- Materially and substantially disrupts the education process or the orderly operation of a school

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 to (e), inclusive, of the definition of bullying.

Hostile Environment - as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

School Staff - includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

## **X. 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, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. 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, M.G.L. c.71 §§41 and 42, M.G.L. c.76§5, other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## Appendix A

### Amesbury Public Schools Bullying Task Force - Original

\*Lou Charette, Principal Cashman Elementary School  
\*Elizabeth McAndrews, Dean of Students Amesbury High School  
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 Pettengill House  
Megan Schneider , Amesbury Middle/High School Adjustment Counselor  
Kathie Scott, Amesbury Middle Guidance Counselor  
Edna Jarman, 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

Co-Chairs

## Appendix B

### Meeting Dates of Original Committee

Thursday, October 14<sup>th</sup>

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 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

## Appendix D

1. Receiving reports on Bullying
  - a. Cashman Elementary and Shay Memorial Elementary Schools
    - i. Principal
    - ii. Building Coordinator
    - iii. School Counselor(s)
  - b. Amesbury Middle
    - i. Principal
    - ii. Assistant Principals
    - iii. School Counselor(s)
  - c. Amesbury High School
    - i. Assistant Principal(s)
    - ii. School Counselor(s)
  - d. Amesbury Innovation High School
    - i. Principal
    - ii. School Counselor
  - e. District
    - i. All completed reports submitted to District Equity Coordinator(s)
2. Collecting and Analyzing building and/or school-wide data on bullying
  - a. Building Level
    - i. Principal
    - ii. Assistant Principal/Building Coordinator(s)
    - iii. Counselors
    - iv. Nurse(s)
  - b. District Level
    - i. Superintendent
    - ii. Director of Teaching, Learning and Equity
    - iii. Director and Assistant Director of Student Services
    - iv. Nurse Leader
    - v. Equity Coordinator(s)
    - vi. Assistant Principals
3. Creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors
  - a. Aspen/Follett SIMS
  - b. District Equity Coordinator(s)
  - c. Principals
  - d. District Leadership Team
4. Planning for on-going professional development
  - a. Director of Teaching, Learning and Equity
  - b. Director and Assistant Director of Student Services
  - c. Principals
  - d. Equity Coordinator(s)

5. Planning supports that respond to the needs of targets and aggressors
  - a. Principals
  - b. Assistant Principals
  - c. Equity Coordinator(s)
  - d. School Counselor(s)
  - e. Nurse
  
6. Choosing and Implementing the curricula that the school or district will use
  - a. Director of Teaching, Learning and Equity
  - b. Building Level Administration
  - c. School Counselors
  
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. Director of Teaching, Learning and Equity
  - b. District Leadership Team
  - c. IT Staff
  - d. School Councils
  - e. School Committee (as appropriate)
  
8. Amending student and staff handbooks and codes of conduct
  - a. Principals
  - b. Assistant Principals/Building Coordinator
  - c. School Committee
  
9. Leading the parent or family engagement efforts and drafting parent information materials
  - a. Director of Teaching, Learning and Equity
  - b. Principals
  - c. School Councils



## BULLYING INVESTIGATION FORM

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

2. Interviews:

<input type="checkbox"/> Interviewed aggressor	Name: _____	Date: _____
<input type="checkbox"/> Interviewed target	Name: _____	Date: _____
<input type="checkbox"/> Interviewed witnesses	Name: _____	Date: _____
	Name: _____	Date: _____

3. Any prior documented incidents by the aggressor?  Yes  No  
If yes, have incidents involved the same target(s)?  Yes  No

4. Based on the information, should the matter be referred to the Title IX Coordinator and/or other coordinator based on a protected class (race, gender, disability, religion, etc.)?  Yes  No

Summary of Investigation:

(Please use additional paper if necessary)

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### CONCLUSIONS FROM THE INVESTIGATION

1. Finding of Bullying:  Yes  No  
Finding of Retaliation:  Yes  No

2. Contacts:

Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_  
 Other \_\_\_\_\_

3. Action Taken:

Loss of Privileges  Detention  Suspension  Community Service  Education  
 Other \_\_\_\_\_

5. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix F - SC Policy [JFCB/GBCBC](#)

Appendix G - [603 CMR49](#)

Appendix H - [MOU with SRO's](#)