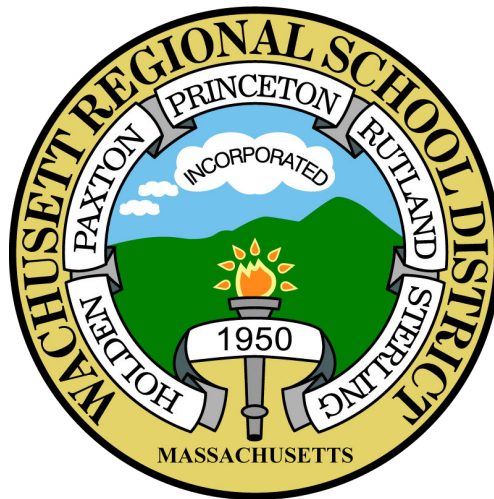


WACHUSETT REGIONAL SCHOOL DISTRICT

“HOLDEN ” PAXTON ” PRINCETON ” RUTLAND ” STERLING”



Bullying Prevention and Intervention Plan
Updated December 2016

You must be the change you wish to see in the world.

Mohandas Gandhi

Evidence-based research gleaned from respected institutions, media reports, and the hallways of our nation's schools all point to the same truth: Bullying has devastating effects. Just a quick look at statistics reveals the depth of the problem:

- Analysis of high-profile school shootings such as Santana, Columbine, and Virginia Tech reveals that that up to 71 percent involved attacker(s) who felt bullied, persecuted, attacked, or injured.
- Around 160,000 school children stay home from school each day out of fear, often without telling their parents why.
- Children targeted by bullies experience higher than normal levels of insecurity, anxiety, depression, low self-esteem, and physical and mental symptoms.
- Adults who were bullies as children have higher rates of substance abuse, domestic violence, and other violent crimes.
- The percentage of students who report being bullied rose 50% from 1983 to 2003.
- Approximately 1 in 5 students experience bullying at school, and approximately 7% of students experience cyberbullying a school year.

In short, bullying is an act that cannot be ignored if we are to safeguard our nation's schools and young people.

WACHUSETT REGIONAL SCHOOL DISTRICT CORE VALUES

Commitment to Excellence

- Modeling effective teaching that engages and meets the needs of all students
- Providing a rigorous curriculum with expanding options and opportunities for all
- Recruiting and retaining excellent staff

Perseverance

- Tenacity and hard work
- Persisting in the face of obstacles
- Focusing on goals

Critical Thinking

- Analyzing, evaluating, and problem solving
- Thinking creatively
- Being adaptive

Collaboration

- Listening and communicating effectively
- Maximizing strengths and respecting differences
- Cooperating to reach common ground

Global Citizenship and Responsibility

- Celebrating diversity while recognizing commonalities
- Demonstrating civic respect by giving back to the communities
- Developing student's leadership skills for success in a global society

Creativity and Innovation

- Respecting the diversity of thoughts and ideas
- Embedding the arts into content areas
- Thinking freely, not fearing mistakes

Acceptance and Respect of Others

- Demonstrating tolerance
- Fostering a community of teamwork and collaboration
- Creating an atmosphere of safety and acceptance

OUR BELIEFS

THE WACHUSETT REGIONAL SCHOOL DISTRICT:

- seeks to ensure meaningful student growth and promote social emotional well-being in a safe and nurturing environment.
- is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying, and retaliation.
- recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics.
- expects every member of the extended school community to take all forms of bullying seriously, to work to prevent it, and to report it when it is thought to have occurred.
- in a manner consistent with laws and regulations, will investigate all reported incidents of bullying, cyberbullying, and retaliation in a timely, fair and discreet manner while being respectful of individual rights.
- when resolving verified incidents of bullying, cyberbullying, or retaliation, will proceed in a manner that stresses education and skill building.

DEFINITIONS:

Bullying -The repeated use by one or more students or by 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 victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or of damage to his/her property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying: 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, photoelectronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. 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 (i) to (v), inclusive, of the definition of bullying.

Hostile Environment: 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 target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student 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 who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

Local law enforcement agency: local police department

Principal: The administrative leader of a school in the Wachusett Regional School District or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is strictly prohibited and will result in disciplinary action.

LEADERSHIP:

A. District Bullying and Cyberbullying Statement

The WRSD Leadership is committed to implementing the district's Bullying Prevention and Intervention Plan and in conjunction with community efforts, to promote and ensure a safe and positive teaching and learning environment. District leaders, community leaders, teachers, parents, guardians and student leaders, have a primary role in teaching students to regard one another in a respectful, civil, and dignified manner to create an environment that improves and sustains the behavioral health of all students. These stakeholders will promote understanding and respect for diversity and differences in all venues through modeling respectful behavior and promoting and sustaining a commitment to programs that are focused on supporting social-emotional development at all grade levels. The WRSD will provide age-appropriate anti-bullying educational experiences for all students in the district. As a school district, WRSD will enhance student achievement by creating and maintaining an educational environment where all students feel safe and in the unlikely event that a student feels uncomfortable, he or she will not be reluctant to communicate his/her concerns to teachers, staff, administrators, parents or guardians.

B. Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the WRSD Bullying Prevention and Intervention Plan was developed by a committee consisting of district and building based administrators, teachers, and a school psychologist. Prior to the presentation of this plan to the School Committee, a final draft of the plan was made available on the WRSD website for Public Comment. A schedule will be set up to review the Plan by a committee on an annual basis. This will ensure that the plan is always updated and that behavioral health initiatives that support anti-bullying are instituted throughout the district in an effective, deliberate and sustaining manner.

C. Implementation

Consistent with applicable laws and regulations, all Principals will be implementing (with the support of the Superintendent and/or the School Committee), the following documents/ action plans:

- Create narrative and graphic documents showing end-to-end process and procedures for all types of bullying/cyberbullying incidents
- Receive and investigate reports on Bullying
- Plan intervention support strategies that meet the needs of the targets, aggressors and retaliators involved in the reported incidents
- Choose and implement a Bully Prevention Curricula that each school will use
- Review, and where necessary, update District student and staff handbooks, and code of conduct
- Lead parent, guardian and family engagement efforts by providing appropriate informational materials for this group
- Collect and analyze building and district-wide data on past bullying incidents to understand trends and patterns, define the present problem, and create a baseline from which to measure improved outcomes
- Create a Records Retention Plan for incidents

POLICY JURISDICTION

Acts of bullying, which include cyberbullying, are prohibited:

1. on school grounds, on property immediately adjacent to school grounds, at a school sponsored or school-related activity, at a 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 bullying school, or through the use of technology or an electronic device owned, leased or used by the school district or a school; and

2. 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 the school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. As stated in M.G.L. c.71 Sec.370 nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

WRSD will investigate bullying, cyberbullying and retaliation incidents in a fair, timely, and thorough manner while being mindful of personal privacy rights and the stigma that a student may occur from being labeled in some way or another. Verified incidents of bullying, in all of its forms will be dealt with firmly. Dispositions will begin with education and, when deemed necessary, will move to progressively sterner measures.

A. Reporting Bullying or Retaliation Requirements:

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 will 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. When reporting in writing, administrators, teachers, parents, school bus drivers, cafeteria workers, playground monitors, and any and all other staff and community members can access the "Bullying, Cyber-bullying, Retaliation Incident Referral Form" in the Main Office of the school, guidance/school psychologist's office, the nurse's office, the Wachusett Regional School District

1. Reporting by Staff:

A staff member will promptly report to the principal or designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the

staff member by a student, parent, or other individual and then follow up with an Incident Referral Form. The requirement to notify the principal shall not, however, 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. (see Appendix A for reporting form)

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

In an effort to keep its students safe, the Wachusett Regional School District believes that it is the responsibility of students, parents, 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. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action. (see Appendix A for reporting forms)

B. Responding to Report of Bullying, Cyberbullying or Retaliation- Allegations of Bullying by a Student

1. Safety

Once an initial report of bullying or retaliation has been brought to the attention of school personnel, the designated school personnel will take appropriate action(s) to maintain a sense of safety for all parties involved in the report, including the target, the aggressor and the reporting party (if it is a student). Once designated school personnel have made a determination regarding the validity of the report, additional steps and modifications will be made to keep students safe. In creating a safety plan appropriate accommodations may be indicated to limit the interaction between the target and the aggressor throughout the course of the school day. This would include but is not limited to, the classroom setting, the cafeteria, recess and school bus seating assignment. The Principal or his/her designee will implement safeguards to Ensure that all students involved in the incident are protected during the course of the investigation process. All students will be reminded by the Principal or his/her designee that retaliation is strictly prohibited and will

result in disciplinary action.

2. Investigation

- The Principal or his/her designee will promptly investigate all reports of bullying, cyberbullying 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.
- The Principal or his/her designee will determine if police interaction is deemed necessary.
- During the investigation, the Principal or his/her designee will interview students, staff, witnesses and parents or guardians.
- The Principal or his/her designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and may result in disciplinary action.
- Interviews will be conducted by the Principal or his/her designee, in consultation with the school counselor as necessary.
- To the extent practicable, the Principal or his/her designee will maintain confidentiality throughout the investigative process and will maintain a written record of the investigation.
- Procedures for investigating reports of bullying, cyberbullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or his/her designee will consult with legal counsel about the investigation.

3. Determinations

If the incident is verified to be bullying, cyberbullying or retaliation, a meeting will be arranged by the school official with the aggressor and the aggressor's parents or guardians. In the meeting, it will be made clear to both the aggressor and the parents or guardians that bullying, cyberbullying and/or retaliation will not be tolerated in the Wachusett Regional School District. A meeting may also take with the target and the target's parents or guardians. Depending on the level of the incident, local authorities may be informed of such incident(s) and the school will follow the recommendation from local authorities in resolving the continued behavior of the aggressor.

4. Responses to Bullying / Consequences from Findings

Bullying behavior can take many forms and can vary dramatically in its level of seriousness and what impact it has on the target and other

students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying,” as defined in this Bullying Prevention and Intervention Plan, will generally warrant disciplinary action against the aggressor, whether and to what extent disciplinary actions are imposed (e.g., detention, suspension, etc.) is a matter for the professional discretion of the building Principal or his/her designee. No disciplinary action will be taken solely on the basis of an anonymous complaint. District administrators will integrate a range of responses that balance the need for accountability with the need to teach appropriate behavior. The needs and safety of the target will also be considered as part of restoring resolution to the bullying matter. Verified acts of bullying shall result in intervention by the building Principal or his/her designee and will address the acts of the aggressor and the needs of the target, and assure the sanction against bullying behavior is enforced with the goal that the bullying behavior will cease and desist.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student’s age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, may include, but are not limited to:

- a. Report to law enforcement
- b. Expulsion
- c. Referral to outside agency
- d. Reassignment of classes
- e. Reassignment of seats in lunch, bus, class, etc.
- f. Out-of-school suspension
- g. In-school suspension
- h. Detention

- i. Loss of privileges (including before and after school activities)
- j. Temporary removal from the classroom
- k. Verbal reprimand

In addition, instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying and/or retaliatory behaviors will be given, which may include, but are not limited to:

- a. Reparation to the target
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

5. Notification Obligation

- **Notice to Parents or Guardians**

Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian of the target and the aggressor of the incident. At this time, parents/guardians will also be informed of the investigation and disciplinary procedures that may follow. There may be incidents where parents are notified prior to the Investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- **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 his/her 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.
- **Notice to Law Enforcement**

At any point after receiving and/or investigating a report of bullying, cyberbullying or retaliation, if the Principal or his/her designee has determined that the incident has elevated to a level that is believed to be criminal in nature, charges may be pursued against the aggressor.

The Principal will notify the local law enforcement agency of said incident. 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 his/her designee will contact the local law enforcement agency if he or she has reasonable evidence to believe that criminal charges may be pursued against the aggressor. In making this 13 determination, the Principal will, (consistent with the Plan and with applicable school or district policies and procedures), consult with the School Resource officer, or other individuals he/she deems appropriate.

ACADEMIC AND NON ACADEMIC ACTIVITIES

Wachusett Regional School District seeks to create a safe, respectful and caring school and classroom environment for all students regardless of their race, color, national origin, creed, religion, gender or gender identity, sex or sexual orientation, age, physical appearance, socioeconomic status, family situation or disability. WRSD will lay the foundation for a positive school climate in pre-school and will continue to teach, nurture, and positively reinforce pro-social behavior throughout students' academic experiences.

- Each grade level will be provided developmentally appropriate and evidenced-based curriculum and instruction to teach pro-social skills such as conflict resolution, cooperation, assertiveness, communication, expressing feelings, problem solving, cyber safety, and appreciation for diversity.
- The entire school community (e.g. students, teachers, parents, bus drivers, lunchroom staff, janitorial staff, etc.) will work collaboratively to promote a caring and supportive school environment among all of its staff and students.

Non-Academic Bullying Prevention Efforts:

- Administration will review student behavioral expectations during grade level assemblies during the first week of school.
- The definition of bullying, cyberbullying and retaliation and the protocol for handling incidents of bullying will be emphasized.

- Staff presence will be increased in areas where bullying is most likely to occur; (i.e.) bus arrival and departure locations, hallways, lunchrooms, recess, and near restrooms.
- A variety of evidence - based prevention programs to promote diversity awareness and respect for self and others will be explored and offered. District schools currently use the following programs: Second Step, Responsive Classroom, MARC (Massachusetts Aggression Reduction Center), and PBIS (Positive Behavioral Interventions and Supports) (See Appendix B for full descriptions of these programs)
- Schools will encourage student involvement in school events and extra-curricular activities to reduce isolation and the likelihood of becoming a target of bullying (i.e. Student Council)

Academic Bullying Prevention Efforts:

- Educating students on the life skills and competences for Social and Emotional Learning (Domain 5, Wachusett Regional School District Strategic Plan)
- Meaningful relationships between staff and students will be fostered so that every student will have at least one supportive adult to share concerns with, enhancing their feeling of safety in the school.

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. Below is a summary of strategies aimed to provide supports and services necessary to meet these needs. In order to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, cyberbullying and retaliation, these services will be available to reflect an understanding of the dynamics of bullying and to provide approaches to address the needs of targets and aggressors. School-based counselors are available to all students for counseling. The Supervisor of Pupil Personnel Services will regularly update a list of mental health resources available in the community and provide this list to all schools. School administrators, staff, and parents will collaborate in determining appropriate referral services.

A. Identifying resources.

WRSD will annually review its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that foster positive school culture as well as identifying any gaps in services and resources that need to be addressed. Principals will respond to the

needs of their individual schools in order to assess existing and needed resources.

B. Counseling and other services

The District will work collaboratively with school mental health staff and outside agencies to maintain a list of providers that will support 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. Schools may consider current tools including, but not limited to, behavioral intervention plans, restorative justice practices, social skills groups, and individually focused curricula.

C. Students with disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that he/she may be vulnerable to bullying or harassment 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

Clear protocols that are part of the the WRSD Wellness Plan will help students and families access appropriate and timely services.

COLLABORATION WITH FAMILIES

Wachusett Regional School District recognizes the importance of collaboration with families in order to optimize the school's ability to prevent and respond to bullying. Our goal is to provide useful information and resources to parents/guardians of students, and to ensure sufficient channels of communication between the families and schools.

- Parent education and resources
- Notification requirements At the beginning of each school year, WRSD will inform parents/guardians of enrolled students of the policies and procedures for prevention and intervention of bullying, cyberbullying and retaliation in its annual publication of the Student/Parent Handbook.
- Each school will inform parents and guardians about the anti-bullying curricula being used.

- In order to continually gain feedback from parents/guardians, a survey will be administered on an annual basis. This information will be very important to us as we continue to assess the effectiveness of our bullying policies/procedures.

PROFESSIONAL DEVELOPMENT AND STAFF TRAINING

Under M.G.L. c. 71, § 37O the Wachusett Regional School District must provide 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 as well as providing opportunities for parent, guardians, and community members to participate in this anti-bullying/ cyber-bullying initiative.

All stakeholders in the Wachusett Regional School District must be made aware of the new state anti-bullying law and how it changes the definitions, reporting, investigation and punishment of bullying incidents. Our School Committee, administrators, and faculty will be responsible for disseminating this information and for projecting how these changes will reflect on cultural changes in our schools as the implementation of M.G.L. c. 71, § 37O moves forward.

Through training and professional development, the WRSD will seek to raise the overall level of mental health services in our district schools to decrease the number of bullying incidents that may take place. The district will focus on training and development programs that give staff the skills and understanding to create safer schools, not only to respond to the state mandate under M.G.L. c. 71, § 37O, but also to benefit our children and our community.

A. Annual staff training on the Bullying Prevention and Intervention Plan.

School- based annual training for all school staff by the building Principal or designee will include:

- Staff responsibilities under the new law
- An overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying, cyberbullying or retaliation
- An overview of the bullying prevention curricula to be offered at all grade levels throughout the district. Staff members hired after the start of the school year will be required to participate in this school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing district- wide professional development.

The goal of professional development is to establish a common understanding of the tools available for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build upon the skills of staff members to prevent, identify, and respond to bullying incidents. 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:

- Effective and developmentally or age-appropriate strategies to prevent bullying;
- Developmentally or age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to bullying;
- Current 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;
- Current information on the incidence and nature of cyberbullying; and
- Internet safety curriculum with reference to cyber-bullying as “unacceptable” behavior.

Professional development will also continue to 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 their social skills development.

Additional areas identified by the Wachusett Regional School District for professional development may include:

- Increasing the overall level of mental health services in our schools so that all students will experience kindness and compassion
- Making sure our classrooms and schools are psychologically safe for all students and staff
- Promoting a deeper understanding of respect so that our language and behavior reflects respect for everyone (modeling)
- Teaching tolerance and respect for the diversity and differences that exists in people
- Building rapport with the families of our community so that we all see the value of safe schools and are willing to support this new

anti-bullying initiative

- Managing classroom behaviors so that we can break the cycle of nonproductive behavior
- Using intervention strategies which will allow all participants to refrain from aggressive behavior and see the real benefits of tolerance and respect
- Proactively teaching our students that actions come from the contents of our thoughts and that a big part of growing up is learning that we don't have to act on all of our thoughts

C. Written notice to staff.

The school district will provide all staff with an annual written notice of The Bullying Prevention and Intervention Plan. Sections related to staff responsibilities will be included in the district employee handbook.

PROBLEM RESOLUTION

Under Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws, any parent wishing to file a claim/concern or seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person'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
BULLYING REPORTING FORMS



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Bullying, Cyber Bullying, and Retaliation Incident Referral Form

Thank you for taking a few minutes to fill out this form. Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an anonymous report, however please be advised that making a **knowingly false report** may result in disciplinary consequences.

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

1. Name of Reporter: _____ (please print)

I would like to remain anonymous

2. Date of filing of this report _____

3. Date of Incident _____

4. What type of incident was this? Bullying Cyber Bullying Online (texting / cell phone)

5. Where did the incident take place: on school property on a school bus at a bus stop
 at a school sponsored activity/event Other _____

6. Please tell us who you are: Student Parent Other (specify) _____

Teacher Administrator

7. If student, state your school: _____ Grade _____ Homeroom _____

8. If staff, state your school or work site: _____

9. To the best of your knowledge, did a physical injury result from this incident?

Yes No Not Sure

10. Information about the Incident:

Name of target (person who was bullied): _____ Check whether: Student Staff Other

Name of the aggressor person who is bullying) _____ Student Staff Other

Name of any witnesses: _____ Student Staff Other

_____ Student Staff Other

Describe what you know about this incident on the back side of this form. (Please be as specific as possible)
After you have completed this form, please submit it to a school administrator.

Jefferson School

1745 Main Street, Jefferson, MA 01522

Telephone: (508) 829-1670 Facsimile: (508) 829-1680

www.wrsd.net



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Student Reporting Form for Bullying and Retaliation

*Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an initial report. Please be advised that making a **knowingly false report** may result in disciplinary consequences.*

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

Today's Date _____ Date of Incident _____

Name _____ Grade _____

Please indicate **what** is happening, **when** it is happening and **where** it is happening.

What:

When:

Where:

After you have completed this form, please submit it to a school administrator.

Jefferson School

1745 Main Street, Jefferson, MA 01522

Telephone: (508) 829-1670 Facsimile: (508) 829-1680

www.wrsd.net

APPENDIX B
Research Based Curricula

Second Step: (K - 8)

Second Step is a universal intervention designed for use with all students in a school. Second Step teaches students how to effectively manage their emotions and demonstrate self-control. Research indicates that children who learn and use these skills do better in school academically. Direct observation of student behavior in various settings (i.e., classroom cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed decreases in physical aggression and increases in neutral and pro-social behavior.

Link for further information:

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/SEL_Bullying_Paper.pdf

Responsive Classroom: (K - 8)

Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). We believe that a high-quality education for every child is built on the foundation of a safe and joyful learning community.

Link for further information:

<https://www.responsiveclassroom.org/about/research/>

PBIS:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Link for further information, Elementary:

<http://www.pbis.org/resource/785>

Link for further information, Middle / High School:

<http://www.pbis.org/resource/900>

MARC (Massachusetts Aggression Reduction Center)

K-5 Bullying and Cyberbullying Curriculum

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying, and to raise their awareness about how these behaviors impact children. It utilizes both Teacher-As-Educator and Peer Learning Models.

Link for further information:

<http://marccenter.webs.com/Evaluation%20of%20the%20Massachusetts%20Aggression%20Reduction%20Center%20s%20K-2.pdf>

Grades 6-12 Advisory Curriculum (Bullying & Cyberbullying)

This is a bullying, cyberbullying, and cyber-behaviors curriculum, designed for use by grades 6 through 12. The Curriculum is divided into Lesson Plans designed to be conducted in a 20-minute period of time. The intention is to enable schools to use the Curriculum either during Advisory Periods regular class periods.

Link for further information:

<http://marccenter.webs.com/advisory-curriculum>

High School Cyber-skills Curriculum

The goal of this research-based curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills.

Link for further information:

<http://marccenter.webs.com/hscyberskills>