



**Maynard Public Schools**  
**Bullying Prevention and Intervention Plan**  
**December 2017**

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APPENDIX A: Bullying Incident Reporting Form(s) (Attached document)

The district is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying and retaliation. 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.

## **LEADERSHIP**

Leadership at all levels will play a critical role in developing and implementing the district's Bullying Prevention and Intervention Plan ("Plan") in the context of other whole school and community efforts to promote positive school climate.

Public involvement in developing the plan. This plan is a comprehensive approach to addressing bullying, cyberbullying and retaliation, and the 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 or designee is responsible for the implementation and oversight of the plan.

Assessing needs and resources. The plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying with the context of other healthy school climate initiatives. In order to inform decision making, the Maynard Leadership Team will develop a plan to assess the adequacy of our current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training, and behavioral health supports and services.

At least once every four years beginning with the 2015-2016 school year, the district will administer a Department of Elementary and Secondary Education developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the district will annually report bullying incident data to the Department.

Planning and oversight. The principal or designee is responsible for the implementation and oversight of the plan within their buildings.

The superintendent will designate building and/or district administrators to be responsible for 1) receiving reports on bullying; 2) collecting and analyzing 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 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 Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct to make clear that bullying of students by school staff or other students will not be tolerated; 9) communicating to all stakeholders the differences between rude and mean behavior, conflict, and bullying; 10) leading the parent or family engagement efforts and drafting parent information materials; and 11) reviewing and updating the plan.

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

Annual staff training on the Plan. A section on the Bullying Prevention and Intervention Plan will be included in our annual online mandatory training for all school staff (this includes recess aides and other support staff in the district). This section 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 offered at all grades throughout the district.

Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for all staff to play a key role in creating 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, 370, 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 cyberbullying;
- (vi) Internet safety issues as they relate to cyberbullying.

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

Additional topics for professional development may be provided by a school or the district.

Written notice to staff. Each school will provide all staff with an annual written notice of the plan by publishing information about it, including sections related to staff duties in the school or district employee handbook.

### **III. ACCESS TO RESOURCES AND SERVICES**

Identifying resources. Through the use of Family Resource Teams, BBST, Case Management Teams, or through guidance counselor recommendation, the following resources can be accessed in the Maynard Public Schools to assist in creating a positive school environment. When necessary, counseling or referrals to community mental health clinics will also be available.

Staff:

Guidance and Adjustment Counselors (K-12)  
Principals and Assistant Principals  
School Psychologists  
Behavior Analysts (BCBAs)

Curriculum:

AI's Pals PK -K  
Social Thinking Pre-K - 3

Zones of Regulation

Responsive Classroom K-5

Conflict Resolution and Cultural Proficiency during Advisory 4-8

High School Determined Curriculum and Advisory

Counseling and other services. Culturally and linguistically appropriate resources are available in all schools including but not limited to staff that will identify linkages to community based organizations, develop safety plans for students who have been targets of bullying or retaliation, provide social skills programming to prevent bullying, and offer intervention services for students exhibiting bullying behaviors through positive behavior support plans, social skills groups, and individually focused curricula.

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.

Referral to outside services. Each school will establish referral protocols for referring students and families to outside services.

#### **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

Specific bullying prevention approaches. The district will adopt age-appropriate bullying prevention curricula (e.g., AI's Pals, Responsive Classrooms), which is informed by current research, that emphasizes the following approaches:

- using scripts and role play to develop skills;
- empowering students to take action when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

In conjunction with each of these initiatives, students will be taught about the student-related sections of this Bullying Prevention and Intervention Plan.

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

- 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, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and regarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including problem solving, conflict resolution, 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**

Reporting bullying or retaliation. Reports of bullying, cyberbullying, or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. The report should be made to the superintendent if the principal or assistant principal is the alleged aggressor or to the school committee if the superintendent is the alleged aggressor. Oral reports shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

If a school community member would like to make a report of bullying or retaliation, he/she should contact either the school's Principal or Assistant Principal.

Maynard High School

Principal for Leadership and Operations: Kevin Caruso [kcaruso@maynard.k12.ma.us](mailto:kcaruso@maynard.k12.ma.us)

Principal for Curriculum, Instruction and Assessment: Charles Caragianes  
[ccaragianes@maynard.k12.ma.us](mailto:ccaragianes@maynard.k12.ma.us)

Mailing Address: 1 Tiger Drive, Maynard, MA 01754 / Phone: 978-897-8891

Fowler School

Principal for Leadership and Operations: Daniel Costello [dcostello@maynard.k12.ma.us](mailto:dcostello@maynard.k12.ma.us)

Mailing Address: 3 Tiger Drive, Maynard, MA 01754 / Phone: 978-897-670Green

Meadow School

Principal for Leadership and Operations: Mary Beth Shea [mshea@maynard.k12.ma.us](mailto:mshea@maynard.k12.ma.us)

Principal for Curriculum, Instruction and Assessment: Donna Dankner  
[ddankner@maynard.k12.ma.us](mailto:ddankner@maynard.k12.ma.us)

Mailing Address: 5 Tiger Drive, Maynard, MA 01754 / Phone: 978-897-8246

When reporting a concern, we encourage use of the Bullying Prevention and Intervention Reporting Form, which can be found in Appendix A. Copies of this form are available on the district website, in each school office, and other locations determined by the principal or designee, and in student and staff handbooks. The reporting form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

Use of the reporting form is not required as a condition of making a report. When receiving a verbal or anonymous report, the administration or designee will document the report on the Bullying Prevention and Intervention Reporting Form. ***Bullying reports may be made anonymously; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report.*** Annually, the district will provide the school community with written notice of procedures for reporting acts of bullying and retaliation.

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

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, in writing (preferred but not required), to the principal or designee. Students, parents, or guardians will receive assistance (scribe) from a staff member to complete a written report if they choose to orally 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 the superintendent or designee when the principal or assistant principal is the alleged aggressor.

### Responding to a Report of Bullying or Retaliation

#### ***Safety***

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

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

#### ***Obligations to Notify Others***

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 student aggressor, 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.

Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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 perpetrator, the principal or designee 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 student aggressor.

In making this determination, the principal or designee 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.

### ***Investigation***

The principal or designee will promptly investigate all reports of bullying or retaliation. The principal or designee 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 is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and

address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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

### CASE Programs

CASE follows the Bullying and Intervention Plan of the host school with the understanding that whenever a student in a CASE class is identified as the student aggressor, the CASE Program Administrator will function in the role assigned to the school principal in the host school Plan. She/he will work with the principal or designee to comply with the local plan. When a student in a CASE class is identified as the target of a student from the host school who is not enrolled in a CASE class, the school will immediately inform the CASE Program Administrator and work with her/him to comply with the local plan.

### Determinations

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

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior, and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the student aggressor about the results of the investigation in writing and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents or guardians must comply with applicable state and federal privacy laws and regulations. The Family Education Rights and Privacy Act (FERPA) require student disciplinary records to be confidential. 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. Both the target and aggressors' information must remain confidential. A parent guide to FERPA can be found at the following link:

<https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html>

The principal or designee shall inform the parent or guardian of the target of 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.

### **Responses to Bullying**

The district will use a variety of strategies for building student's skills and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation.

### **Teaching Appropriate Behavior Through Skill-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. Skill-building approaches that the principal or designee may consider include:

- offering individualized or small group skill-building sessions based on the school's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- adopting behavioral plans to include a focus on developing specific social skills;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.

### **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 each school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be followed 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.

#### Promoting Safety for the Target and Others

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

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

## **VI. COLLABORATION WITH FAMILIES**

The Maynard Public Schools values engaging and collaborating with students' families in order to increase the capacity of the district to prevent and respond to bullying. Collaboration will take into account age, climate, socioeconomic factors, linguistic, gender identity, sexual orientation, and cultural makeup of students and the parents.

Parent education and resources. The district will offer opportunities for parents and guardians to gain additional information on bullying prevention.

Opportunities will include 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 schools. Parents will be provided with information

that can be reinforced at home, on the dynamics of bullying and online safety and cyberbullying.

Notification requirements. Each year the schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used in each of the buildings, and include ways that the family can support this curricula at home.

The school or district will share with parents or guardians written notice each year about the student-related sections of the plan and the district's internet safety policy. The Bullying Prevention and Intervention Plan will also be available on our website. In addition, our website will contain a variety of parent or guardian resources, including a parent or guardian informational brochure that summarizes the key information related to bullying, including bullying dynamics. The site will also contain parent or guardian resources to address online safety and cyberbullying.

## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

The following statement regarding the prohibiting of bullying, cyberbullying, and retaliation will be included in each school's student code of conduct and all student and staff handbooks. This statement is incorporated directly from M.G.L. c.71 370(b), and describes the law's requirements for the prohibition of bullying.

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**

Any parent wishing to file a claim/concern or seeking assistance outside the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information can be found at <http://www.doe.mass.edu/pqa>.

## **IX. DEFINITIONS**

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation toward 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 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/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

Conflict is not bullying. It is defined as behavior that may happen on occasion, where the target and the aggressor have an equal balance of power, Both parties are upset and often take responsibility for their part in the incident and a possible solution can be found to the incident.

Rude behavior is not bullying. It is behavior that may happen on occasion, is unplanned, can cause hurt feelings for the target, is often viewed thoughtless and would be seen as poor manners. Responsibility for rude behavior is recognized

Mean behavior is not bullying. It is behavior that happens once or twice, is planned and can cause the target hurt feelings deeply. Mean behavior is often done in anger. The aggressor usually regrets being mean to others.

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, 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 37H<sup>1/2</sup>, M.G.L. c. 71 41 and 42, or 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.