



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Blackstone-Millville Regional School District Frederick W. Hartnett Middle School

Thursday, October 9, 2014

7:00 pm

Included in this transmission is the following:

Agenda – October 9, 2014:

****AR – Action Required / IO - Information Only / DI – Discussion Item****

- I. **Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. **Public Forum**

- III. **Report of Student Representative**
 - a. Eric Eisner IO
 - b. Griffin Reilly IO

- IV. **School Committee**

- V. **Consent Agenda “A”**
 - a. Warrants AR
 - b. Field Trip
 - c. Use of Facility AR
 - d. Minutes of the meeting:
 - a. September 11, 2014 AR

- VI. **Report of the Superintendent**
 - a. Roof Update IO
 - b. Collaborative Approval of Agreement AR
 - c. MCAS and Accountability Report IO
 - d. Discussion of Playground at Complex DI
 - e. MASS / MASC Conference IO
 - f. Bullying Policy DI

VII. Public Forum

VIII. School Committee Forum

- a. Mr. William F. Chaplin, Chair
- b. Mr. Steven J. Tringali, Vice Chair
- c. Mrs. Erin P. Vinacco, District Secretary
- d. Mrs. Wendy L. Greenstein, District Treasurer
- e. Ms. Diane C. Robin, Member
- f. Mr. Brian T. Faulkner, Member
- g. Mrs. Jane C. Reggio, Member
- h. Ms. Georgette A. Jarret, Member

IX. Upcoming Meetings

- a. Thursday, October 23, 2014
- b. Agenda items for next meeting

X. Adjournment

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT
ALLEN W. HIMMELBERGER
SUPERINTENDENT OF SCHOOLS**

MEMO

TO: Blackstone-Millville Regional School Committee

RE: School Committee 10-09-14, Consent Agenda A

DATE: October 9, 2014

Recommended Consent Agenda A – Items

1. Warrants

a. Payroll

- i. Move to approve payroll voucher numbers: _____, _____ and _____ as submitted by the Superintendent of Schools

b. Payables

- i. Move to approve the payable voucher numbers: _____ and _____ as submitted by the Superintendent of Schools

2. Field Trips

- a. Blackstone Valley Technical School – Career and School Exploration, Friday, November 14, 2014
- b. NHS Fall State Conference - National Honor Society, Thursday, November 6, 2014
- c. Dean College Presents The Crucible, High School English Comp and Lit, Thursday, October 16, 2014
- d. Student Council Officer Shop, Student Council, Friday, October 17, 2014
 - i. Move to approve field trip to BVT, as recommended by the Superintendent of Schools
 - ii. Move to approve field trip to NHS Fall State Conference, as recommended by the Superintendent of Schools
 - iii. Move to approve field trip to Dean College Presents The Crucible, as recommended by the Superintendent of Schools
 - iv. Move to approve field trip to Student Council Officer Shop, as recommended by the Superintendent of Schools

3. Use of Facilities

- a. November 21 & 22, 2014 – BMR Drama Club, High School
- b. December 14, 2014 – Holiday Craft Fair, High School
- c. December 4 – 7, 2014 – The Dance Company, High School
- d. September - October, 2014 – Blackstone-Millville Youth Soccer Organization, Frederick W. Hartnett
- e. December 7 – March 24, 2014 – Blackstone-Millville Youth Basketball, Frederick W. Hartnett
- f. October 1 – 31, 2014, December 6 – March 28, 2015 - Blackstone-Millville Youth Basketball, Frederick W. Hartnett
- g. December 13, 2014 - Eleve Danse Centre, High School
- h. March 1, 2015 – Spring Craft Fair, High School

4. Minutes

- i. Move to approve the school committee minutes of September 11, 2014

Agreement for Bi-County Educational Collaborative

AGREEMENT FOR BI-COUNTY EDUCATIONAL COLLABORATIVE

Pursuant to *M.G.L. c. 40, § 4E*.

PREAMBLE / AUTHORIZATION

This document constitutes the Collaborative Agreement (hereinafter “the Agreement”) of the Bi-County Collaborative (hereinafter “the Collaborative”) established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. The Bi-County Collaborative is a public entity.

This Agreement replaces the original Agreement dated November 20, 1987, as most recently amended on November 1, 2009, entered into by and between the school committees listed in Section I (herein, the “member districts”) and will be effective upon the approval of the member districts and the Board of Elementary and Secondary Education, as indicated on the signatory page.

SECTION I: MEMBERSHIP

The membership of the Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts, as indicated by the signatures of the chairs of the school committees:

- A. School Committee for the Attleboro Public Schools
- B. School Committee for the Bellingham Public Schools
- C. School Committee for the Blackstone-Millville Regional School District
- D. School Committee for the Easton Public Schools
- E. School Committee for the Foxborough Public Schools
- F. School Committee for the Franklin Public Schools
- G. School Committee for the King Philip Regional School District
- H. School Committee for the Mansfield Public Schools
- I. School Committee for the Milford Public Schools
- J. School Committee for the Norfolk Public Schools
- K. School Committee for the Norton Public Schools
- L. School Committee for the North Attleborough Public Schools
- M. School Committee for the Plainville Public Schools
- N. School Committee for the Somerset Public Schools
- O. School Committee for the Swansea Public Schools
- P. School Committee for the Tri-County Regional School District
- Q. School Committee for the Walpole Public Schools
- R. School Committee for the Wrentham Public Schools

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SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES

The mission of this Collaborative is to jointly conduct educational programs and/or services for member districts in a cost-effective manner, increase educational opportunities for children ages 3-22, and improve educational outcomes for students.

The purpose of this Collaborative is to provide intensive education programs and services for students with and without disabilities in their districts of residence or in other member districts; to provide related services to students, primarily to those with low-incidence disabilities, in member and non-member districts; to provide consultation to educators on therapeutic and behavioral interventions; to provide professional development to educators; and to conduct cooperative projects and purchasing for services and other resources for member and non-member districts.

The focus of the Collaborative is the creation of special education programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts to meet the professional development needs of all educators and the needs of all students, but particularly those with low-incidence disabilities.

The overall objectives of the Collaborative include:

- A. to improve the academic achievement of students with low-incidence disabilities in the least restrictive environment;
- B. to offer a variety of quality professional development opportunities to general and special education teachers and related service providers;
- C. to conduct cooperative projects and purchasing for services and other resources; and
- D. to offer all programs and services in a cost-effective manner.

Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for educational purposes, as specified in Section 501(c)(3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by any entity exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be carrying on propaganda, or, otherwise attempting to influence legislation, and the Collaborative shall not participate in or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Collaborative does not discriminate on the basis of race, color, sex, gender identity, religion, national or ethnic origin, age, disability, sexual orientation, or any other legally protected status and in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business.

SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of the member districts in a cost-effective manner:

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- day school placements and other programs and services for students with and without disabilities which are low-incidence in their districts of residence;
- professional development programs for general and special educators;
- the provision of related and behavioral services to students and consultation to educators in member and non-member districts; and
- cooperative projects and purchasing of services and other resources.

SECTION IV: GOVERNANCE

Each school committee executing this Agreement shall annually appoint the superintendent of schools to serve as its representative on the Bi-County Collaborative Board of Directors; these Board members shall also be referred to in this Agreement as appointed representatives. The Bi-County Collaborative shall be managed by this Collaborative Board of Directors, hereinafter referred to as the "Board".

- A. Regular meetings of the Board shall be held from October to June, and at least once during the months of July, August, or September, for a minimum of six (6) meetings per fiscal year.
- B. A quorum for conducting business shall consist of a simple majority of voting members serving on the Board. A quorum is not needed to close the meeting.
- C. In order to pass any motion, a majority vote of the Board members present shall be required, except that a vote to terminate the Collaborative shall be approved in accordance with Section XI of this Agreement.
- D. Meeting minutes shall be approved by a vote of the Board at an open meeting.
- E. The Executive Director, or designee, will act as executive secretary to the Board. The Executive Director shall attend all Board meetings but shall not be entitled to a vote.
- F. The Board shall annually organize itself by electing a Chairperson and Vice-Chairperson by a majority vote of the Board members present at the first Board meeting of the year. The Chairperson, by vote of the Board, may appoint such subcommittees or advisory or operating committees of the Board as will facilitate the work of the Board.

SECTION V: CONDITIONS OF MEMBERSHIP

Each member district shall have the following rights and responsibilities as a member of Bi-County Collaborative:

- A. Each Board member shall be entitled to a vote.
- B. Administrative dues for membership in the Collaborative may be established annually, as described in Section VII of this Agreement.
- C. Each Board member shall be responsible for providing timely information and updates to its appointing member district(s) on Collaborative activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.
- D. Each Board member is expected to attend every Board meeting. When a Board member has not attended 30% of the Board meetings within a fiscal year, the Chair of the Board shall provide written notice to the Chair of the appointing member district regarding the Board member's absences. The Board Chair will notify the member

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- district that the seat will remain vacant until such time as the appointed member district representative resumes regular attendance.
- E. Following written notification the member district will automatically become an inactive member district without further action of the Board. The inactive member district representative shall not count towards a quorum and the member district shall forfeit benefits of membership such as member tuition rates, but shall continue to have all other rights and obligations of membership, including the responsibility to meet obligations incurred while the inactive member district was an active member district of the Collaborative.
 - F. Member districts in inactive status due to absences from meetings will be afforded due process rights and may appeal to the Board of Directors through the Chair.
 - G. In extenuating circumstances, as determined solely by the Board, the rule concerning automatic inactive status due to the absence of an appointed representative can be waived.
 - H. In addition, the Board may terminate the membership of any member district by a two-thirds (2/3) vote of the entire voting membership of the Board. The only reasons for such action shall be:
 - 1. The non-payment of certain obligations such as the non-payment of fees or assessments owed to the Collaborative; or
 - 2. Any other action that would seriously jeopardize the financial stability of the Collaborative.
 - I. Procedure for such termination:
 - 1. The Executive Director of the Collaborative, with the authorization of the chairperson of the Board, must provide written notice to the member district of the facts on which any possible termination action may be based. This notice must give the member district thirty (30) days to correct the situation.
 - 2. The member district may work with the Executive Director and the Board Chair to develop a plan to address the situation.
 - 3. If the member district does not correct the situation within thirty (30) days, then the Board shall schedule the vote to terminate that district's membership at the next Board meeting which is scheduled sixty (60) days after the expiration of the thirty (30) day period referenced in Paragraph 1.
 - 4. The Executive Director shall provide written notice to the chairperson of the member district's school committee and to the superintendent of that member school district of the date and time for the meeting at which the Board will consider termination of that member district's participation in the Collaborative. Such written notice shall be sent by certified mail or by overnight mail, both of which require acknowledgement of receipt of the written notice. In the written notice, the Board shall invite the member district to present any and all reasons why the Board should not terminate membership.
 - 5. Whether or not the member district appears at the Board meeting at which termination of membership is to be discussed, the Board shall vote on the motion to terminate the member district's participation in the Collaborative. In order to terminate the membership, the Board must vote by two-thirds majority to do so.
 - 6. An Amendment of the Collaborative Agreement will be required to terminate membership and will comply with procedures outlined in Section VIII.

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7. Upon approval of the Amendment of the Collaborative Agreement by the member districts and the Board of ESE, the district would then no longer be a member district but rather a terminated member district and will not be entitled to assets, tuition credit beyond fiscal participation in the current year, and will continue to be responsible for outstanding payments and other obligations and liabilities incurred while the terminated member district was a member district of the Collaborative.
- J. No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E, as most recently amended.
- K. No appointed representative shall receive an additional salary or stipend for his/her service as a Board member.
- L. No appointed representative shall delegate his/her powers or send a representative in his/her place as a voting Board member and no member district shall delegate the rights, responsibilities, or duties of its appointed representative to any other individual, unless the member district is replacing the appointed representative with that individual who holds the position of Superintendent of Schools.

SECTION VI: POWERS AND DUTIES OF THE BOARD AND APPOINTED REPRESENTATIVES TO THE BOARD

The Board shall manage the educational Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational Collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

- A. The Board shall formulate policy for the Collaborative, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E, M.G.L. c.30A §§ 18-25, Chapter 30B, and 603 CMR 50.00.
- B. The Board shall be vested with the authority to enter into agreements with member and/or non-member districts or other Collaboratives to establish mutually beneficial programs and services or pricing arrangements.
- C. The Board shall be responsible for:
 1. ensuring adherence to this Collaborative Agreement and progress toward achieving the purposes and objectives set forth in the Agreement;
 2. determining the cost-effectiveness of programs and services offered by the Collaborative; and
 3. determining the appropriateness and cost-effectiveness of any borrowing, loans, or mortgages.
- D. The Board shall be responsible for ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its member districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C.
- E. The Board shall approve all expenditures, including contracts, borrowing, and the purchase and sale of real estate. The Board shall hire all employees of the Collaborative, and ensure that all employees possess the necessary and required credentials and

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- approvals, including those required by M.G.L. c. 71, § 38G and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof.
- F. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a business manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one school nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E.
 - G. The Executive Director shall oversee and manage the Collaborative on a day to day basis. Subject to Board approval, the Executive Director shall enter into contracts for the purchase of supplies and materials and for the leasing of equipment; shall supervise staff, shall discipline and ensure the evaluation of all staff, shall develop procedures for the implementation of the Board's policies and directives, and shall carry out and implement the policies of the Board as well as those functions which the Board shall delegate to the Executive Director to the extent permitted by applicable law and regulation.
 - H. The Board must evaluate the Executive Director and Treasurer.
 - I. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and business manager, and that these employees shall not serve as a member of the Board or as an officer, member of the board of directors or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
 - J. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
 - K. No part of the net earnings of the Collaborative shall inure to the benefit of any member of the Board of Directors, Trustee, Director, officer of the Collaborative, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Collaborative by a private individual who is not a Member, Director, or officer of the Collaborative), and no Member of the Board of Directors, Trustee, or officer shall be entitled to share in the distribution of any of the assets upon dissolution of the Collaborative.
 - L. No employee of the Collaborative may serve on the Board or shall be eligible to serve concurrently in the positions of Executive Director, Treasurer, or business manager or person with responsibilities similar to those of a town accountant.
 - M. The Board shall develop such policies as it deems necessary to support the operation of the Collaborative, including, but not limited to, policies relative to personnel, students, finance and internal controls, health and nursing, and any other policies required by state or federal law and regulation. The Board shall review the effectiveness of such policies to ensure currency and appropriateness, and may establish a subcommittee to make recommendations to the Board concerning such policies.
 - N. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing information, reports or documents as the Department of Elementary and Secondary Education, herein DESE, deems necessary. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

SECTION VII: FINANCE

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A. Financial Terms:

1. The Board shall establish and manage the *Bi-County Educational Collaborative Fund* (hereinafter referred to as the Fund) which shall be the depository for all funds and/or reimbursements received from its member districts, any non-member districts and all grants or gifts from the federal government, state government, charitable foundations, private corporations, or any other source. The Treasurer shall be authorized, subject to the direction of the Board, to receive and disburse any monies of the Fund without further appropriation. Any of these funds not immediately necessary for operations during the operating year may be invested by the Treasurer, consistent with the provisions and requirements of Section 55B of Chapter 44 of the General Laws and any law amendatory thereof. The Treasurer shall give bond annually for the faithful performance of his duties in a form or an amount approved by the Commonwealth of Massachusetts Department of Revenue and the Board.
2. The Collaborative shall adopt and maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the commissioner of elementary and secondary education and the commissioner of revenue, in consultation with the state auditor. At a minimum, the financial accounting system shall delineate: administration and overhead; rental of real property; program costs; capital expenditures, including fixed assets, real property or the improvement of real property; debt payments; deposits into a capital reserve; and all additional disclosures required in 603 CMR 50.08(2).
3. The Collaborative does not currently assess membership dues, but reserves the right to do so. Should the Board determine a need to assess such dues, it will seek an amendment to the Agreement.
4. Capital costs shall include all costs for items associated with the acquisition, maintenance, and improvement of fixed assets, including real property. These costs will be apportioned in either administrative or program costs depending on the use.
5. Non-member fees may be charged to non-member districts for services rendered by the Collaborative to help support program costs and to offset member tuition costs. The Board shall establish the fee, not to exceed 20% of member districts' tuition or service charges, on an annual basis and may vary by program. The Board may waive or decrease the percentage of the administrative fee charged to non-member districts.
6. The Collaborative does not currently have buy-in fees, but reserves the right to do so. Should the Board determine the need to establish buy-in fees, it will seek an amendment to the Agreement.
7. The Board may, by majority vote, apply for and accept gifts, grants, or contributions from governmental and private sources, whether in cash or in kind.

B. Collaborative Fund:

1. The Treasurer reviews, approves, and signs all payments; an additional signature of one Board member is required on payments as determined by the Board; all

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warrants are reviewed, approved, and signed by Board members at the next Board meeting in open session.

C. Borrowing, Loans, and Mortgages:

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve real property to support Collaborative operations, subject to the following procedures:
 - a) all borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
 - b) the Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
 - c) the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
 - d) the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans and mortgages are necessary to carry out the purposes for which the Collaborative is established.
 - e) In the event that such borrowing loan or mortgage is for the acquisition or improvement of real property:
 - i. the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Collaborative Board at which the final vote is taken;
 - ii. the Board shall provide notice to each member district within thirty (30) calendar days of applying for real estate mortgages; and
 - iii. the Board shall approve such action by a majority vote.

D. Annual Budget Preparation and Assessment of Costs

1. Development of the Collaborative Budget: The Board shall annually determine the Collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, s 4E, regulations promulgated by the Board of ESE and this Agreement.
 - a) By April 30 of each year, the Board shall propose a budget for the upcoming fiscal year. The Board shall identify the programs and services to be offered by Collaborative in the upcoming fiscal year and the corresponding costs.
 - b) The Budget Sub Committee made up of the Board Chair, Executive Director, Treasurer, Accountant, and at least 2 additional Board members meets to review current and projected enrollments to determine projected expenses and revenue for the next fiscal year.
 - c) The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
 - d) The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating expenditures, including administration, program expenses, facility and

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operations expenses, salaries, fringes and capital expenditures, including debt service payments and deposits to capital reserve.

- e) Program Tuition shall be determined based on all costs of providing programs, including allocating administrative, overhead and capital costs to the programs. As determined by the Executive Director and approved by the Board, tuition shall be assessed to the member and non-member districts based on the combined cost of providing such programs to the Collaborative's students and the number of projected students enrolled in the Collaborative's programs from the respective member and non-member districts for the next fiscal year.
 - f) The proposed budget shall include the projected expenses necessary for each Collaborative program during the next fiscal year, based on an estimate of projected student enrollment in programs and projected agreements for services. Tuition shall be determined based on all costs of providing programs, including administrative, overhead and capital costs, and apportioning these costs to programs in accordance with projected student enrollment for the next fiscal year.
 - g) Fees for services shall be determined based on all costs of providing the service, including administrative overhead and capital costs, and apportioning these costs on a daily and/or hourly basis across the school year.
 - h) Deposits into the Capital Reserve Fund: Deposits into the Capital Reserve Fund will be recorded in a separate line item within the budget.
2. The budget shall be discussed at a public meeting of the Board and notice shall be provided to each member district before the date of the Board meeting.
 3. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed but no later than June 30 of the preceding fiscal year.
- E. Transmitting the Budget and Payment Terms:
1. The Treasurer shall certify and transmit the budget and the tuition rates, membership dues and fees for services for the upcoming fiscal year to each member district not later than June 30 of the preceding fiscal year.
 2. The Collaborative will invoice districts for tuition and fees for services no less than monthly, and it shall be the obligation of member and non-member districts to pay such amounts as may be due within thirty (30) days of receipt of such invoice, including non-member fees.
- F. Procedure for Amending the Budget:
1. All budget amendments shall be proposed at a public meeting of the Board.
 2. Any amendment that does not result in an increase in tuition rates, membership dues or fees for services shall be approved by the Board by a majority vote.
 3. Any amendment to the budget that results in an increase in the tuition rates, membership dues or fees for services shall adhere to the following procedures:
 - a. All appointed representatives shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their member districts the content of the proposed amendment.

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- b. All amendments shall be voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; adoption shall require a majority vote.
 - c. The Treasurer shall certify and transmit the amended tuition rates, membership dues and fees for services to each member district not later than ten (10) working days following the affirmative vote of the Board.
 4. The Board has the authority to reduce tuition rates, membership dues and fees for services to member and non-member districts, when doing so is determined to be in the best interest of the Collaborative.
- G. Surplus Funds: Unexpended general funds, as defined in 603 CMR 50.00, at the end of the fiscal year plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.
 1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20 and any amounts prepaid for services or tuitions in accordance with M.G.L. c. 40, § 4E.
 2. The Board will retain no more than 25 percent of the previous year's general fund expenditures in cumulative surplus.
 3. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve by majority vote, the final dollar amount of the cumulative surplus.
 4. The Board shall determine whether such surplus funds is within the established 25 percent limit, and whether the funds will be retained by the Collaborative or whether all or some portion will be refunded to the member districts.
 5. In the event that the Collaborative refunds surplus funds to the member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal year divided by the tuition paid by all member districts in the previous fiscal year.

SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT

This Agreement may be amended from time to time in accordance with the following procedures:

- A. Any member district, appointed representative or the Executive Director may propose an amendment to the Collaborative Agreement.
- B. The proposed amendment shall be presented in writing to the Executive Director of the Collaborative and the chair of the Board no less than twenty (20) working days prior to a meeting of the Board at which it shall first be discussed. No less than ten (10) working days prior to the Board meeting at which the amendment is first discussed, the Executive Director shall cause copies thereof to be sent to all Board members together with notice as to the time and place of the first reading of the amendment.
- C. Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall submit the proposed amendment to DESE for initial review.

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- D. Following the review by DESE, the Executive Director shall make such changes as the DESE requires.
- E. No less than ten (10) working days prior to the Board meeting at which the revised amendment will be discussed, the Executive Director shall cause copies thereof to be sent to all Board members together with notice as to the time and place of the second reading of the amendment.
- F. The proposed amendment shall be read a second time at the regular meeting next subsequent to the DESE review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment. Following approval by the Board, the amended Agreement shall be submitted by the chair of the Board to the member districts for votes to approve the amended Agreement.
- G. Once a majority of all member districts have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.00 to the Commissioner of Elementary and Secondary Education for approval by the Board of Elementary and Secondary Education.
- H. No amendment to this Agreement shall be effective until approved and authorized by a majority of the member districts and by the Board of Elementary and Secondary Education.

SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS

A school district, through its school committee, or charter school Board, herein referred to as a “prospective member district” may become a member district of the Collaborative consistent with the following terms:

- A. At least 180 days prior to the beginning of a new fiscal year, the prospective member district shall submit to the chair of the Board and the Executive Director of the Collaborative notification of intent to join the Collaborative and a copy of the school committee/charter school Board minutes that indicates an affirmative vote of the committee/charter school Board to seek membership in the Collaborative.
- B. Upon receipt of the prospective member district's notification of intent to join the Collaborative and the minutes, the Board will consider the request.
- C. Upon a majority affirmative vote of the Board, this Agreement shall be amended to add the prospective member district. The Agreement shall be amended consistent with Section VIII of this Agreement.
- D. The amendment may provide for the deferral of the admission of a new member district until July 1 of the subsequent fiscal year.
- E. The admission of a new member district to the Collaborative requires an amendment to be prepared and approved in accordance with Section VIII. The amendment shall become effective only after the execution and delivery by the current member districts and the applicant school committee or charter school Board of an amendment to this Agreement agreeing to be bound by all the terms and conditions thereof, and approval by the Board of Elementary and Secondary Education.
- F. A school committee or charter school Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the Board of Elementary and Secondary Education, are obtained by the preceding April 30th of the

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fiscal year prior to the fiscal year in which the new member district is to be admitted to the Collaborative.

SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)

- A. An amendment to the Collaborative Agreement is required when a member district withdraws from the Collaborative. The amendment to withdraw must be presented and approved in accordance with Section VIII (including the approval by withdrawing member district, by the remaining member districts and by the Board of Elementary and Secondary Education).
- B. A member district may withdraw from the Bi-County Collaborative as of July 1st in any year provided that such member district provides written notice to every other member district that is party to this Agreement as well as to the Executive Director of the Collaborative and the Board of such intent at least 180 days before the end of such fiscal year, and provided that the member districts and the Board of Elementary and Secondary Education has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
- C. Written notification of a member district's intent to withdraw from the Collaborative at the end of a fiscal year shall include the following:
 1. Notification addressed to the chair of the Board and the Executive Director that the member district has voted to withdraw from the Collaborative with the effective date of withdrawal; and
 2. A copy of the minutes from the member district school committee meeting in which the member district voted to withdraw from the Collaborative.
- D. An amendment to the Agreement is required and will be submitted to the Commissioner of Elementary and Secondary Education to reflect changes in the Agreement caused as a result of the change in membership of the Collaborative.
- E. Upon withdrawal, a former member district shall not be entitled to any assets or a portion of any assets of the Collaborative, including any surplus funds that may have been carried over from prior years and any capital reserve fund that may have been established by the Board.
- F. The withdrawing member district must fulfill all of its financial obligations and commitments to the Collaborative.
- G. A member district that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its current collaborative member tuition costs of its students and share of any debts, claims, demands, or judgments against the Collaborative, incurred during said member district's membership.
- H. Upon withdrawal, the withdrawing member district will be reimbursed any funds prepaid to the Collaborative by the member district for tuition or services under M.G.L. c. 40, § 4E.
- I. The withdrawal of any member district(s) at any time shall not affect the status of this Agreement and the same shall remain in full force and effect until specifically changed or amended.
- J. If, after the withdrawal of a member district(s), less than two member districts remain, the Collaborative Board will initiate termination proceedings as provided in Section XI.

SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

- A. A member district may request that the Board initiate proceedings to terminate this Agreement by giving notice to all other member districts and the Executive Director at least *twelve (12) months* before the end of the current fiscal year.
- B. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate the Collaborative and determine next steps. A two-thirds (2/3) vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all member districts within ten (10) working days of such vote.
- C. The Agreement shall only be terminated at the end of a fiscal year.
- D. The Agreement shall be terminated at the end of any fiscal year following votes in favor of termination by two-thirds (2/3) of the school committees and/or charter school Boards of member districts.
- E. Following the affirmative votes of the member districts to terminate this Agreement, the Executive Director shall inform the member districts and non-member districts who are served by the Collaborative and DESE in writing 180 days prior to the effective date of any termination.
- F. Following the affirmative votes of the member districts to terminate this Agreement, a final independent audit will take place and will be provided to all appointed representatives and member districts as well as to DESE, including an accounting of assets and liabilities (debts and obligations) of the Collaborative and the proposed disposition of same.
- G. Prior to termination, the Board shall:
 - 1. determine the fair market value of all assets for the Collaborative, including, but not limited to, real estate, capital property, equipment and supplies owned by the Collaborative;
 - 2. determine the process for the appropriate disposition of federal/state funds;
 - 3. identify the member district responsible for maintaining all fiscal records;
 - 4. return all records relating to individual students to their respective member or non-member school districts;
 - 5. identify the member district responsible for maintaining employee and program records;
 - 6. determine the means of meeting all liabilities (debts and obligations) of the Collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to member districts;
 - 6. In the event that the Collaborative refunds surplus funds to the member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal year divided by the tuition paid by all member districts in the previous fiscal year; and
 - 7. ensure the appropriate disposition of all assets of the Collaborative, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by the Collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the member districts on

Agreement for Bi-County Educational Collaborative

a pro rata basis. In the event that the Collaborative refunds monies to the member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal year divided by the tuition paid by all member districts in the previous fiscal year.

- H. Following the affirmative vote of the member districts to terminate the Collaborative Agreement, the Board shall notify DESE of the official termination date of the Collaborative, and shall submit the documentation required by 603 CMR 50.11 to DESE.
- I. Should DESE revoke and/or suspend the approval of the educational Collaborative Agreement, the Board will follow all instructions from DESE, and Sections XI. E through XI. H, inclusive, shall be implemented to the extent these procedures are consistent with the order of DESE terminating the Collaborative Agreement.

This Agreement shall not be effective until approved by Member School Committees and the Massachusetts Board of Elementary and Secondary Education. The Agreement shall take effect on the date of approval by the Board of Elementary and Secondary Education and shall continue indefinitely. This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose Chairpersons have signed below.

Date of first reading: June 12, 2014

Date of second reading:

Date approved by Bi-County Collaborative Board of Directors: _____

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

This Agreement shall take effect on the date of approval by the Board of Elementary and Secondary Education and shall continue indefinitely. This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Date approved by Bi-County Collaborative Board of Directors: 9/11/14

Date approved by Member School Committee and signature: _____

Blackstone-Millville Regional School District

Date of School Committee vote

Signature of CHAIRPERSON of Member School Committee Date

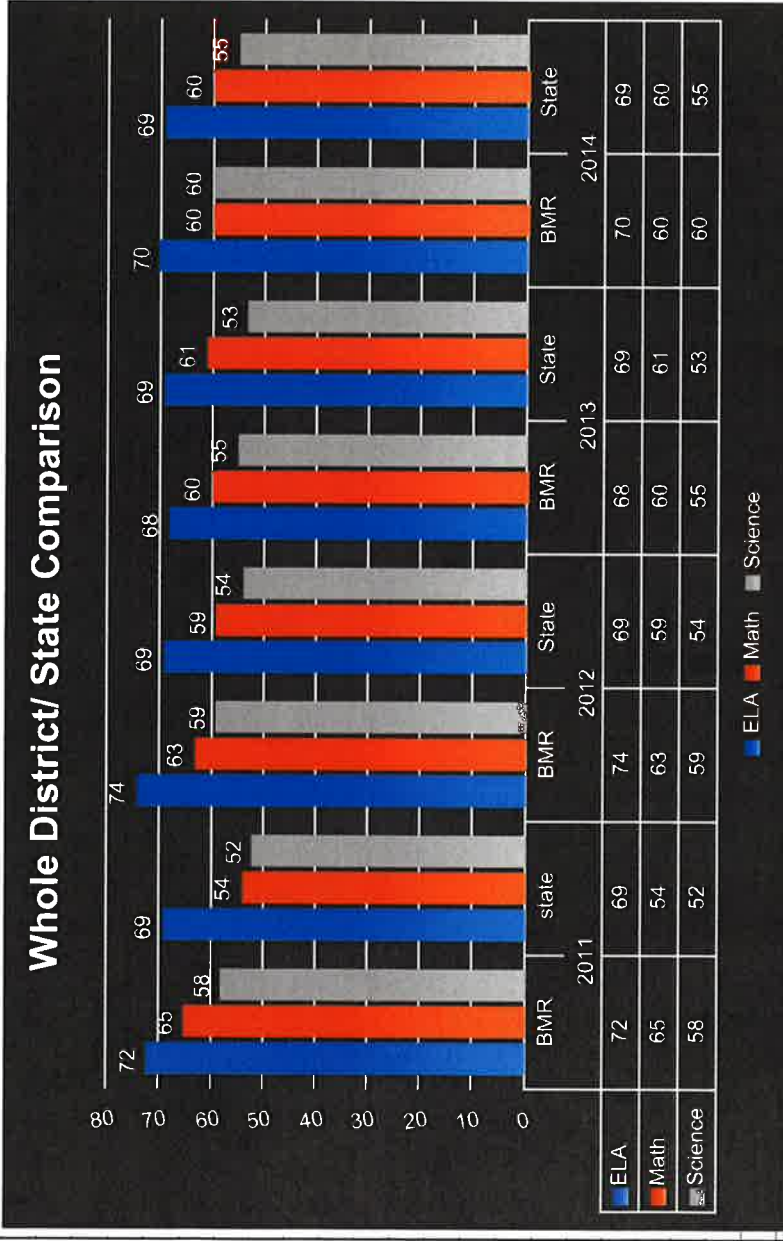
Please print name

Subject	2011	2012	2013	2014
ELA	72	74	68	70
Math	65	63	60	60
Science	58	59	55	60

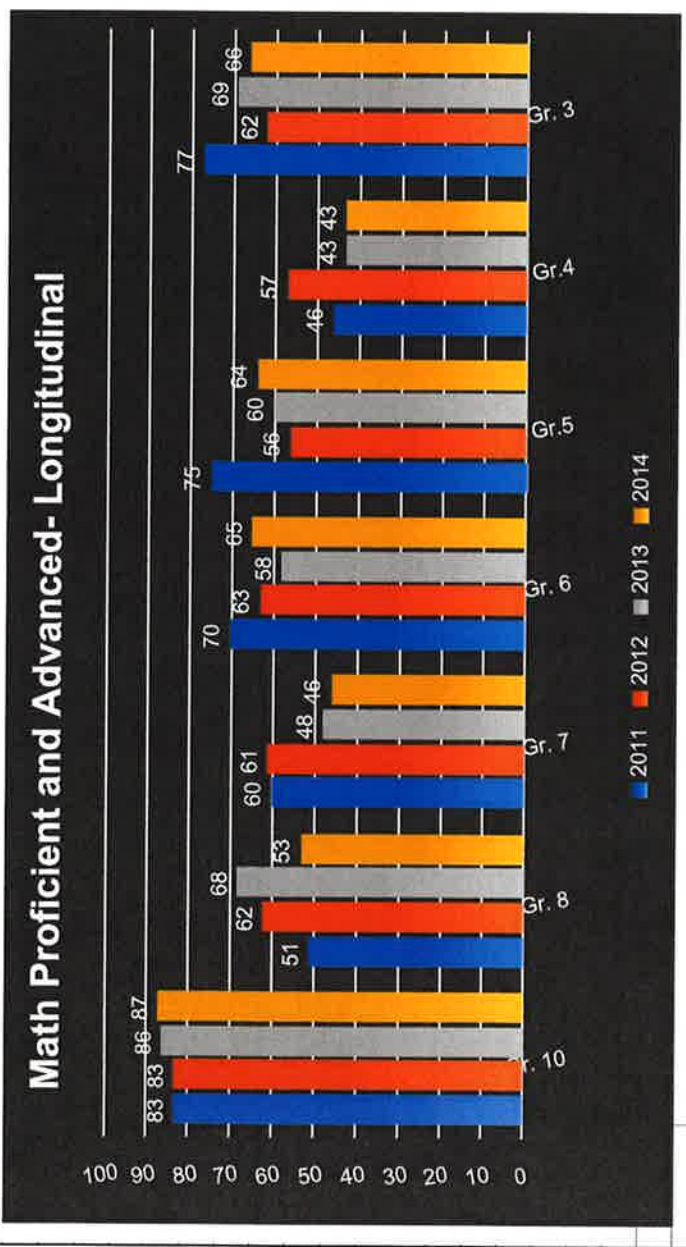
% Proficient and Advanced Longitudinal View (whole District -All Grades)



Subject	2011		2012		2013		2014	
	BMR	state	BMR	State	BMR	State	BMR	State
ELA	72	69	74	69	68	69	70	69
Math	65	54	63	59	60	61	60	60
Science	58	52	59	54	55	53	60	55

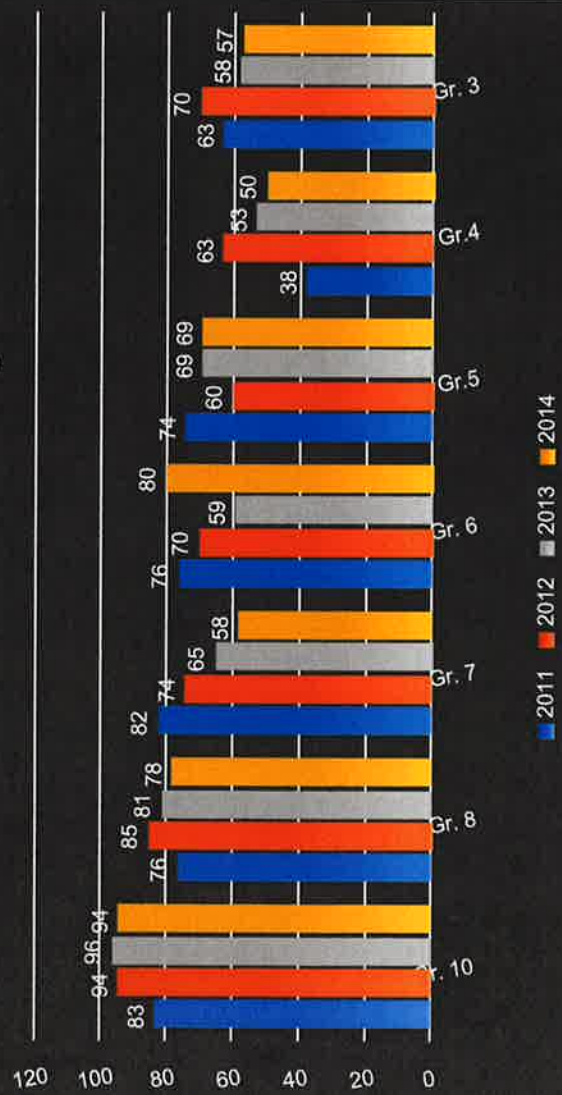


Math	2011	2012	2013	2014
Gr. 10	83	83	86	87
Gr. 8	51	62	68	53
Gr. 7	60	61	48	46
Gr. 6	70	63	58	65
Gr. 5	75	56	60	64
Gr. 4	46	57	43	43
Gr. 3	77	62	69	66



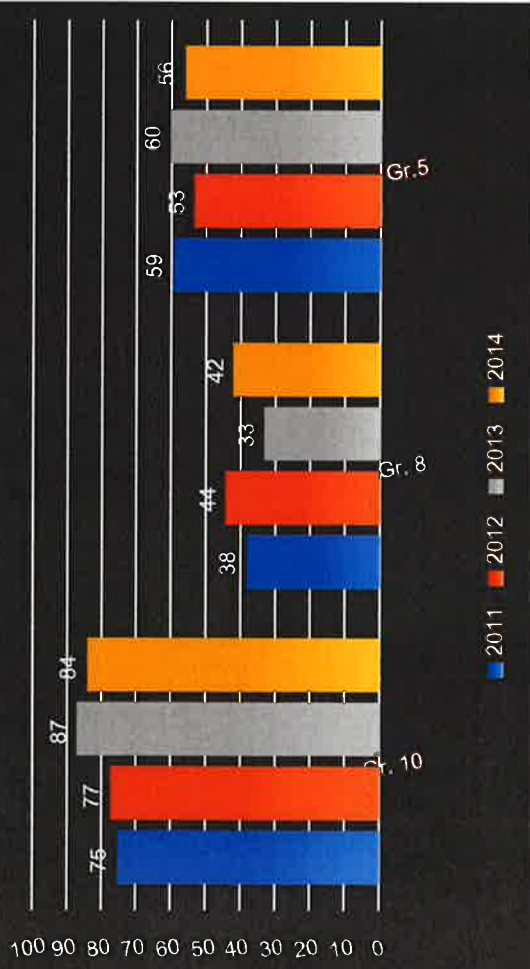
ELA	2011	2012	2013	2014
Gr. 10	83	94	96	94
Gr. 8	76	85	81	78
Gr. 7	82	74	65	58
Gr. 6	76	70	59	80
Gr. 5	74	60	69	69
Gr. 4	38	63	53	50
Gr. 3	63	70	58	57

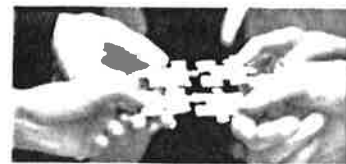
ELA Proficient and Advanced -Longitudinal



Science	2011	2012	2013	2014
Gr. 10	75	77	87	84
Gr. 8	38	44	33	42
Gr. 5	59	53	60	56

Science Proficient and Advanced - Longitudinal





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Massachusetts School Committees and School Superintendents Associations Annual Joint Conference

The Massachusetts School Committees and School Superintendents Associations Annual Joint Conference, the premier annual education event in Massachusetts, is a collaboration of the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS). The event offers a program of nationally known speakers, panel discussions covering critical current issues in education, informative displays and presentations by a host of vendor partners and a regularly sold-out exhibit floor, as well as valuable demonstrations of success in instructional and management initiatives in MA public school districts.



School Leaders Raising Student Achievement to New Heights

MASC/MASS CONFERENCE 2014

The 2014 program takes place November 5-8 and will include more than fifty **workshops, panels, special sessions and targeted strands** on fiscal and cost-savings issues; PARCC and the new Common Core standards; labor relations strategies and educator evaluations; plus legal and legislative updates designed to provide school leaders and administrators with the information they need to move school districts forward in this era of tight budgets and regulatory requirements. **Register today!**

2014 CONFERENCE HIGHLIGHTS

Post-Election Analysis with **Jim Braude**

Comedian/Satirist **Jimmy Tingle**

Harvard Law School "Thanks for the Feedback" Professor **Douglas Stone**

Coach "Remember the Titans" **Herman Boone**

Commissioner of Early Education and Care **Thomas Weber**

Resources, Forms and Delegate Assembly Information

Conference Registration Form (pdf)

MASC + MASS JOINT CONFERENCE

November 5 - 8
Hyannis, MA

REGISTER NOW!

TEN REASONS TO ATTEND THE 2014 CONFERENCE

- 1 Program ideas to replicate in your school district
- 2 Learn about the trends in education for 2014 - 2015
- 3 Get cost-saving strategies and tips for coping with (more) unfunded mandates
- 4 Find guidance strengthening your leadership team
- 5 Ideas to boost student achievement
- 6 Update on "hot button issues": Common Core and PARCC, educator evaluations, collective bargaining, virtual schools
- 7 Network. Network. Network.
- 8 Insights from state and national experts
- 9 Learn about new and innovative products and services

10

- Program and Panel Sessions *(subject to change)*
- 2014 Delegate Nomination Form
- 2014 Report of the Nominating Committee
- Report of the Resolutions Committee

MASC Delegate Assembly: Wednesday November 5

(not on Friday, November 7)

The Delegate Assembly is also held during the four-day event, at which time officers are elected and the Assembly considers resolutions submitted in conformance with the MASC By-Laws. These resolutions often result in the filing of legislation by the Association, and/or the establishment of Association positions. See above for the Delegate Nomination form.

Conference Photos

Browse the recent MASC/MASS conference session/award events and many candid photos online at www.tasherstudio.com. To order: click on 'Your Photos'. Select MASC and put in the password: Cape. All photos taken by Chris Kisiel of the Tasher Studio of Photography. (Chris is also a member of the Woburn School Committee. If you have specific requests, please contact him at (781) 938-3838.)

COSCAP Conference

Interested in registering for the COSCAP Fall Conference for school committee and superintendent administrative personnel? Find out more or register here!

Opportunities for Exhibitors and Sponsorship Partners

Contact Sam Cheesman at scheesman@masc.org or at (617)523-8454 to learn more about opportunities for your business to engage school leaders by participating in the state's largest annual public education leadership conference.

Interested in an exhibit booth at the MASC/MASS 2014 Joint Conference?

Download the Exhibitor brochure and 2014 Exhibitor Floor Plan. To register for a space at the conference, **download the Booth Contract** and send completed contract to Dame Associates, our partner for exhibit floor logistics. For hotel accommodations during the event, please complete the **Hotel Registration Form** and send it to the hotel (contact the hotel directly for all inquiries related to your accommodations).

Register for the 2014 Joint Conference...

Still need more reasons?



Oct 1, 2014

Time: 06:00 PM

Location: The Charlie Horse

Nov 5, 2014 - Nov 8, 2014

Time: 12:00 PM

Location: Resort and Conference Center at Hyannis

Nov 7, 2014

Time: 09:00 AM

Location: Resort and Conference Center at Hyannis



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Massachusetts Department of Elementary and Secondary Education

Model Bullying Prevention and Intervention Plan¹

The Department of Elementary and Secondary Education (Department) created the Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan’s format parallels the draft *Behavioral Health and Public Schools Framework*, and is designed to be used by schools and school districts as a framework for developing local Plans. In some sections there are examples of specific language that can be incorporated into local Plans, and in others there are recommendations for decision-making and planning strategies. Schools and districts may choose to use this format for creating their own Bullying Prevention and Intervention Plans, or develop an alternative format. A sample incident reporting form is attached as Appendix A.

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

Schools and districts should make clear that the plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

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¹ This Model Plan is updated to reflect M.G.L. c. 71, 37O as amended by Sections 72 – 74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “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.” The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

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APPENDIX A: SAMPLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

I. LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation must include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Schools and districts may choose to involve representatives from each of these constituencies in other aspects of Plan development, including needs assessments, working groups, task forces, and public meetings. The Plan should identify the ways that each of the various constituencies will be involved.
- B. Assessing needs and resources. The Plan should be the school's or district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, should assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This “mapping” process will assist schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, schools and districts should revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

Consider doing the following to allow for initial and periodic needs assessments: 1) surveying students, staff, parents, and guardians on school climate and school safety

issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). 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 should describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

- C. Planning and oversight. Plans should identify the school or district leaders responsible for the following tasks under the Plan: 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 of them; 8) amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; 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. Developing priority statements. Priority statements can be used to communicate within the Plan the school’s or district’s vision in creating and implementing its bullying prevention and intervention strategies. The following are examples of priority statements that may be included in local Plans:

The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school or district is 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.

We understand that members of certain student groups, including but not limited to 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, may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

A school district, charter school, non-public school, approved private day or residential

school or collaborative school may establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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 victim. 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 victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Plan must reflect the requirements under M.G.L. c. 71, § 37O to 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. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school or district community. Plans should also identify which trainings will be provided districtwide and which will be school-based.

The following is sample language for Plans:

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow

upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide 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; and
- (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 areas identified by the school or district for professional development include:

- 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; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

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 and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The Plan should describe 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 should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. Plans must include a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students. These locally established strategies should be reflected in the school or district Plan.

- A. Identifying resources. The Plan should include the school's or district's process for identifying its capacity to provide counseling and other services for targets, student aggressors, and their families. 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. Once this mapping of resources is complete, the school or district can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The Plan should outline the local processes for identifying existing and needed resources.
- B. Counseling and other services. The Plan should identify the availability of culturally and linguistically appropriate resources within the school and district. If resources need to be developed, the Plan should identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the Plan should identify staff and service providers 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. Schools may consider current tools including, but not limited to, behavioral intervention plans, 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 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. Schools and districts should establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the Plan, and revised as needed.

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 <http://www.doe.mass.edu/ssce/bullying/> including social and emotional learning guidelines. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

The following is sample language that may be amended to reflect locally established priorities:

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students 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; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference;.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- setting clear expectations for students and establishing school and classroom routines;
 - creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
 - using appropriate and positive responses and reinforcement, even when students require discipline;
 - using positive behavioral supports;
 - encouraging adults to develop positive relationships with students;
 - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
 - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
 - using the Internet safely; and
 - supporting students' interest and participation in non-academic and extracurricular

activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, schools or districts must put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur. Schools and districts should describe in the Plan 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, or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor once a report is made. The Department recommends that districts and schools develop different procedures for reviewing and investigating reports of bullying by students, and of bullying by school staff. Incorporate these procedures into the local Plan.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The following is sample language that may be included in a Plan, and is based on the requirements of M.G.L. c. 71, § 37O, as amended (see footnote 1). Schools or districts may modify this to include local procedures and provide due process as required. Schools also may choose to address the reporting of bullying by school staff in proposed section F.

- 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. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,² a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of

² See Appendix A for Sample Incident Reporting Form.

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.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular 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 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 the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided 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.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but 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; 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. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student 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 investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or

designee (or whoever is conducting the investigation) will remind the alleged 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 his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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

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

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

- E. Responses to Bullying. *Use this section of the Plan to enumerate the school's or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The following is sample language that may be included in school or district Plans:*

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for

accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

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

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with 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 Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

3. Promoting Safety for the Target and Others

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

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

F.Responding to a Report of Bullying by School Staff

Schools and districts need to develop policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures must address safety planning, notification to parent or guardians and others, investigation, and response – areas that are addressed when a student is alleged to have bullied another student (see Section V. B – E above). Policies and procedures currently in

place that address unacceptable conduct by school staff may be a useful starting place. Schools and districts should consider consulting with local counsel. The policy should emphasize the importance of the investigation, the need for the aggressor, target, and witnesses 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.

VI. COLLABORATION WITH FAMILIES

Effective Plans will include 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. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include 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 must also 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. School- or district-specific approaches to collaboration should take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

Identify in local Plans the parent resource and information networks that the school or district will collaborate with in working with parents and guardians.

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the school or 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. The school or district will send parents written notice each year about the student-related sections of the 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. The school or 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.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or a 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 of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

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

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

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

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.

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, 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, 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.

Blackstone-Millville Regional School District

Bullying Prevention and Intervention Plan

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I. LEADERSHIP

A. Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 37O, the Blackstone-Millville Regional School District (BMRSD) empanelled a committee to study various aspects of the new law, to examine the school climates of our five schools, to document existent procedures for reporting and disciplining acts of bullying, and to create the Plan. The Superintendent of Schools Kimberly B. Shaver-Hood chaired a committee made up of the following:

Steve Tringali	BMR District School Committee
Diane Robin	BMR District School Committee
Catherine Robinson	BMR District School Committee
Barbara Mignanelli	Hartnett Middle School, Adjustment Counselor
Lauren Reilly	Hartnett Middle School, PTO President
Linda Moreau	Millville Elementary School, Adjustment Counselor
Mary Sherman	John F. Kennedy School, Adjustment Counselor
Carol Costa	Principal, A.F. Maloney / J.F. Kennedy Elementary Schools
Jeanne Desjardins	BMRHS Student Mentoring Program Chair
Eileen Tetreault	Principal, Millville Elementary School
Rene M. Lafayette	Assistant Principal, Hartnett Middle School
Brad Monroe	BMRSD Director of Technology
Maureen Tessier	BMRHS, Director of Guidance
Deana Belisle	Hartnett Middle School, School Psychologist
Kerri Olson	Blackstone Elementary Parents Organization, President
Peggy Fowler	Millville Elementary School Parents Organization, President
Esther Cote	John F. Kennedy Elementary School, teacher
Charles Swenson	BMR High School, teacher
John Staples	Assistant Principal, Maloney/Kennedy Elementary Schools
Keith Ducharme	Assistant Principal, BMR High School

The committee met periodically during October, November and December 2010. Four sub-committees were formed: Plan/Policy, Parent/Community, Student Aspects and School Climate.

The Superintendent created the sub-committees with an eye for expertise and interest in each of the four aspects of our Plan.

Needs assessment was formed through the collection of data through e-mail surveys to staff, paper surveys to students and staff, anecdotal brainstorming, and reports of the four sub-committees. Each constituent group examined the problems of cyber-bullying in this modern technological era with respect to past practice as well as to the new dangers of the pervasive, 24/7 means and methods of bullying and bullying-type behaviors.

B. Assessing needs and resources.

Our Plan will enhance the district's capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. Our sub-committees assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services.

Our conversation and examination of policies, procedures and climate in our five schools led to very healthy assessment of current reactions to, prevention of, and analysis of the types of bullying incidents that we see here at BMRSD. The reports of the four sub-committees gave hard evidence and honest assessments of our existing procedures and curriculum regarding instances of bullying and cyber-bullying.

C. Planning and oversight.

All members of the Blackstone-Millville Regional School District are responsible to assure bullying does not occur for any members of our school community. We recognize it is our charge to provide for the safety and well-being of all members. Our building principals/assistant principals are designated as the reporting agent to receive reports of bullying and bully type behavior at their given school.

The role of the building principal:

- 1.) To document the report of the alleged bully incident using the district form.
- 2.) To conduct the investigation of all reported incidents.
 - a.) interview students
 - b.) interview witnesses
 - c.) interview alleged victim and perpetrator
 - d.) determine if the alleged incident constitutes a bullying behavior
 - e.) notify parents/guardians of both the victim and the aggressor
 - f.) assess the environment of the victim
 - g.) refer to the code of conduct to determine the consequence for the perpetrator
 - h.) notify the Police Department if appropriate
 - i.) follow up with students
- 3.) The building administrator will submit a monthly data report to the Superintendent which provides documentation of all bullying incidents which were investigated. Information in the report will include but not limited to:
 - a.) specific reports investigated by the building administrator
 - b.) location of incident – note if this location has been a previous site
 - c.) outcome of incident
 - d.) misc. data – such as is this a first time event for either (if not, number of times)
 - e.) recommendations of needs/strategies
- 4.) The Superintendent will compile a monthly report using the individual building data to create an overview for the district. This information will be shared with the steering committee to assist in the planning of ongoing professional development, classroom and school programming as well as parent/community programming.
- 5.) The district will conduct a review of student and staff handbooks during the month of March each year. The district policy will be review in June of the given year. Prior to the review of any handbook or policy, data for the current school year will be reviewed to determine if existing policies, code of conduct and language in the handbooks is appropriate and allows the school community to deal with the issues.
- 6.) Finally, the steering committee will meet on a quarterly basis to review programs and identify areas of concern as well as provide support for the members of the school community as this issue is assertively faced.

D. Developing priority statements. BMRSD has established the following priority statements to communicate the district's vision in creating and implementing its bullying prevention and intervention strategies.

Statement included in all BMRSD student and faculty handbooks:

The Blackstone-Millville Regional School District is committed to providing a positive learning environment that is free of "bullying", as defined as follows:

- the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that causes physical or emotional harm to the victim or damage to the victim's property
- that places the victim in reasonable fear of harm to himself or of damage to his property
- that creates a hostile environment at school for the victim
- that infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.
- that includes both verbal and non-verbal behaviors as well as cyber-bullying.

Bullying shall be prohibited on school grounds, on 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 bus stop, on a school bus or other vehicle owned, leased or used by the school district or school, or through the use of technology or an electronic device 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 school, such bullying would also be prohibited regardless of the time, place or method with which it occurs. (Commonwealth of Massachusetts, The General Laws, Ref. Chapter 92 of the Acts of 2010, Senate No. 2404)

In addition, in August 2010, the School Committee, Administration, Faculty and Staff approved the creation of and adoption of the following Core Values for our district. These values are published on the district webpage, the five school webpages and in principals' newsletters.

BMRSD CORE VALUES:

- ▶ **Every member of our school community is treated with dignity and respect.**
- ▶ **All children have a right to a flexible, supportive, and responsive learning environment characterized by high expectations.**
- ▶ **All members of the school community are entitled to intellectual, physical and emotional safety.**
- ▶ **Every member of our school community is committed to professional collaboration and collegiality.**

In addition, BMRSD is 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.

We understand that members of certain student groups, such as students with disabilities, students

who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. BMRSD will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

BMRSD 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Blackstone-Millville Regional School District is committed to meeting the requirements under M.G.L. c.71, S 370 to 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.

Annual staff training on the Plan

Annual training for all Blackstone-Millville Regional School District staff regarding the district's Bullying Prevention and Intervention Plan will include staff duties under the Plan, an overview of the steps that the building 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. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

For 2010-2011, the district will devote a one-half day curriculum day in January 2011 for an overview of the new law to be given by an attorney of the Murphy, Hesse, Toomey & Lehane, LLP Law Firm, expert in education and special education law. The presentation will be attended by all professional and support staff, administration, coaches, bus/transportation personnel and parent group members.

Ongoing Professional Development

The goal of the Blackstone-Millville Regional School District is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c.71, S 370, the content of professional development will be informed by research and will include information regarding:

- 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 the bullying;
- 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;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

School-based teams from Blackstone-Millville have attended Massachusetts Aggression Reduction Center (MARC) train-the-trainer sessions and are now certified and equipped to provide the required training to staff members at each school on an ongoing basis.

Also, the District participated in the Massachusetts School of Law Diversity Alliance Club's training in the New Massachusetts Anti-bullying Law for Massachusetts Educators, providing an overview, analysis and implementation strategies as required by the law (MA School of Law, Andover, MA.)

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

Additional areas identified by the Blackstone-Millville Regional School District for professional development include:

- 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; and
- Participation in appropriate research-based, social-skills curricular programs for the prevention of bullying.

Written notice to staff

The Blackstone-Millville Regional School District will provide all staff with annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook, in the code of conduct and on-line.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources

Resources and support materials for bullying targets, aggressors, and their families may include, but are not limited to: adopting new evidence-based curricula, reorganizing staff and/or assigning staff roles, establishing safety planning teams, and identifying outside agencies that can provide support services both within and outside of the school setting.

The Blackstone-Millville Regional Schools' principals will be responsible for finalizing a listing of anti-bullying resources that may include, but are not limited to: the BMRSD Bullying Policy, evidence-based curriculum and instructional support guides and materials; BMRSD Bullying Prevention and Intervention Plan; adopted related curricula, relevant research articles and training workshops for professional, student, and parent use; pertinent data on the prevalence and characteristics of bullying and behavioral issues; parent and student support brochures; curriculum and resource guides that help foster a sense of positive and pro-active school community and culture; relevant and user-friendly web-sites; and linkages with community based organizations, including Community Service Agencies (CSA) for Medicaid-eligible students. These will include resources that provide related services to student aggressors, targets, and/or their families.

The Blackstone-Millville Regional Schools Director of Curriculum, in conjunction with principals, department heads and curriculum leads, will conduct a search for materials that are research/evidence-based, age appropriate, user-friendly, and applicable for use within the school and/or home settings. The Director of Curriculum will draw resources from a variety of venues such as: the MA Department of Elementary and Secondary Education, field expert recommendations, colleagues both within BMRSD and other districts, parents, students, Law Enforcement, MA District Attorney, and Internet resources.

Resources will be evaluated according to the following criteria: the documented success rate; developmental appropriateness; resource design structure in keeping with the BMRSD core values and pedagogical theory; cultural and linguistic match with the BMRSD student and parent population; creative presentation of high interest to the targeted population such that it encourages student critical thinking skills and promotes active engagement in establishing preventative measures.

B. Counseling and other services

A list of school support staff and outside service providers, who may assist school personnel 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, will be available to all students and their families. BMRSD plans to consider a variety of resource materials and tools including, but not limited to: behavioral intervention plans, 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 an IEP Team determines that a student who has a diagnosed 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 the necessary accommodations and/or modifications to be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, and/or teasing behavior(s).

D. Referral to outside services

The Blackstone-Millville Public School District will establish a referral protocol/listing for families to access appropriate and timely services. Referrals will comply with all relevant laws and applicable policies. Current, local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research

which, among other things, emphasizes the following approaches:

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

The Anti-bullying committee initiated a survey of existent curriculum lessons, projects and covered related topics from among the K-12 faculty, staff and administration to determine where in our curriculum we may be already covering anti-bullying topics with our students. The committee was pleased to learn that frequent, varied and extensive curriculum pieces currently exist within our K-12 curriculum. The bullying prevention curricula includes and incorporates current research, current best practice teaching methodology, pertinent resources and other well-documented, valid resources in this as yet formative area of research-based curricula and content. Examples of such curriculum items are found in the chart below.

In addition to the implemented proactive anti-bullying initiatives in which all students in grades K-8 are exposed, additional intervention strategies targeting special populations are incorporated into social skills lessons for students who are at a significantly higher risk of either displaying, or being a target of, bullying behavior.

As far as more formal, evidence-based curriculum, we have adopted for several years the Open Circle, researched validated curriculum for our Grade K-5 level. Open Circle is a leading provider of evidence-based professional development and curricula for social and emotional learning (SEL). BMRSD particularly feature the self-awareness, self-management, social awareness, relationship skills and responsible decision-making aspects of the Open Circle curriculum with our students. At the middle school level, the curriculum is from the U.S. Department of Education (Bullyfree Kids, StopBullyingNow, and the BullyFree Classroom), the use of Discovery Streaming Education Videos and Youthlight, Inc. reference materials. The topics are taught in the Developmental Guidance, technology and English curricula. At the high school, the Wellness Department's unit on Violence Prevention, adapted through the following curricula; Aggressors, Victims, and Bystanders, Bullying, the Bullying Prevention Program (Olweus), and the Michigan Model for Comprehensive School Health Education (9-12 section) curriculum, is covered annually.

The High School Advisory Group has incorporated curriculum from the The GoodWork Project, (Harvard Project Zero, 124 Mount Auburn St., 5th Floor Cambridge, MA 02138), supported by the John and Catherine MacArthur Foundation and features two interactive lessons that have been included in the Grade 9 and 10 Advisory Program (see chart below.)

The District also avails itself of student and parent presentations by the Worcester County District Attorney's Office who come annually to many grade levels and schools to deliver current, pertinent messages to larger groups. (see chart.)

Teaching literature in middle and high school without a doubt speaks to issues of bullying and other conflicts among people. A major part of what we examine in our literature every day is the author's use of external/

internal conflict and theme, and many of the themes examined in the stories/plays/novels we teach center around man's inhumanity to man. Therefore, English teachers find themselves very often discussing real life issues linked to the literature, and students very freely share their feelings about these topics.

BMRSD Grade-by-Grade Curriculum Items

<u>Grade</u>	<u>Curriculum Element/Topic/Lesson</u>
K	Open Circle: Dealing with Teasing, Dealing with "Double D" Behaviors, Introducing Problem Solving
1	Open Circle: Being a Good Listener, Dealing with Teasing, Recognizing Differences Physical Education: Family and Social Health Topics, Role Playing of Good Friendships
2	Open Circle: Showing Respect for Others, Giving/Receiving Compliments, Dealing with Annoying Behavior Physical Education: Family/Social Health, Practices to maintain safe, healthy classrooms/relationships
3	Open Circle: When to Tell a Responsible Adult, Personal Space, Expressing Anger Appropriately Physical Education: Family and Social Health, Ways to make and keep good friends
4	Open Circle: Recognizing Discrimination, Showing Respect for One Another, What is a Bystander? Physical Education: lessons focused on friendships, assertiveness skills, refusal skills, peer pressure
5	Open Circle: Non-verbal Signals, What is Bullying, What Should a Bystander Do? MES: AoK (Acts Of Kindness) Club Physical Education: lessons focused on friendships, conflict management, importance of attitudes
6	Developmental Guidance: Bullying unit-friendship, diversity, what is bullying, why people bully, responses and bystander responsibility. Technology: Negative/harmful effects of cyber-bullying Annual Grade level assembly on Bullying/Cyber-bullying by District Attorney's Office
7	English lesson: Students do a written anti-bullying analysis based on four short stories, based on Mass. Anti-bullying law: ("Charles", "Three-Minute Friendships", "The Fan Club", "Killer") Technology: Negative/harmful effects of cyber-bullying Annual Grade level assembly on Bullying/Cyber-bullying by District Attorney's Office
8	Technology: Negative/harmful effects of cyber-bullying, NETS Standards. Annual Grade level assembly on Bullying/Cyber-bullying by District Attorney's Office
9	English Curriculum: "The Scarlet Ibis" by James Hurst "Poison" by Roald Dahl
	Black Boy by Richard Wright Romeo and Juliet by Shakespeare

“A Sound of Thunder by Ray Bradbury
“The Cask of Amontillado” by Edgar Allan Poe
“The Interlopers” by Saki

To Kill a Mockingbird by Harper Lee (adv. 9 only)
The Outsiders by S. E. Hinton

9&10 Wellness Classes: Unit on Violence Prevention.

Content relating to bullying:

What is bullying? Types of bullying. Why kids are bullies.

Discuss possible consequences for both the bully and the victim.

Resources for students who are being bullied and harassed.

Students also examine recent cases of bullying via news articles and video clips.

Conclusion of the unit focuses on respect and tolerance.

9&10 Lesson: "Flamers, Lurkers and Mentors", Advisory Program, MacArthur Foundation and the GoodPlay Project.

9&10 Lesson: "Linking Avatar and Self", Advisory Program, MacArthur Foundation and the GoodPlay Project.

9&10 Annual Grade level assembly on Bullying/Cyber-bullying by District Attorney's Office

10 English Curriculum

To Kill a Mockingbird by Harper Lee (CP 10 only)
Macbeth by Shakespeare
That Was Then, This Is Now by S. E. Hinton
Antigone by Sophocles

Death of a Salesman by Arthur Miller
“The Pedestrian” by Ray Bradbury
“Initiation” by Sylvia Plath
excerpt from Night by Elie Wiesel

11&12 English Curriculum:

Hurston's Their Eyes Were Watching God
Tan's The Joy Luck Club
Lahiri's Interpreter of Maladies
Alvarez's How the Garcia Girls Lost Their Accents
Kingsolver's The Bean Trees
Morrison's Beloved
Golding's The Lord of the Flies
Shakespeare's Taming of the Shrew
Steinbeck's Of Mice and Men
Twain's Adventures of Huckleberry Finn

“Hunters in the Snow” by Tobias Wolff
“Everyday Use” by Alice Walker
“Paul’s Case” by Willa Cather
“Hills Like White Elephants” by Ernest Hemingway
“The Rocking Horse Winner” by D. H. Lawrence
“Where Are You Going, Where Have You Been?”
“Barn Burning” by William Faulkner
"The Fan Club" by Irving Wallace
"A Kind of Murder" by Hugh Pentacost
"Marigolds" by Eugenia Collier

11&12 Annual Grade level assembly on Bullying/Cyber-bullying by District Attorney's Office

B. General teaching approaches that support bullying prevention efforts.

Through the various curriculum elements in grades K-12, we encourage and expect our teachers to utilize the following pedagogical practices and guidelines when dealing with instances of bullying, cyber-bullying and related issues:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an on-line, anonymous Incident Reporting Form available at the district website and each school website which communicates via e-mail to a district administrator and the building principal and a physical anonymous suggestion-type box in each school.

Use of an Incident Reporting Form is not required as a condition of making a report. BMRSD's schools 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.

At the beginning of each school year, BMRSD will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes

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

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

BMRSD expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but 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; 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. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local

law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

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

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

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

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

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

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's and district's code of conduct.

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

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

3. Promoting Safety for the Target and Others

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

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

VI. **COLLABORATION WITH FAMILIES**

A.) Parent Education and Resources

Information for parents regarding the Plan, as well as the anti-bullying curriculum, besides in start-of-year notifications, will be through presentations in conjunction with the Millville Elementary Parents Assn., the Blackstone Elementary Parents Organization, the Hartnett Middle School PTO, the Special Education Parent Advisory Council and the various school councils.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The principal or designee will provide explicit age appropriate information to students on the Plan during assemblies or small-group presentations at each school throughout the school year.

B. Parental/Guardian Notification

Annually, parents/guardians will receive notification in writing of pertinent sections of the plan at the beginning of the school year. The Plan, and the District Acceptable Use/Internet Policy, will also be posted on all district and school websites, and will be available in understandable language and in any necessary translation formats.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones,

computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, 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:



KIMBERLY B. SHAVER-HOOD
SUPERINTENDENT OF SCHOOLS

BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT
175 LINCOLN STREET BLACKSTONE,
MASSACHUSETTS 01504

(508) 883-4400 OPTION #9 (508) 883-9892 FAX LINE
Website: www.bmrds.net

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report:

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

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

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent: Date** _____
(If principal was not the investigator)

Signature and Title: _____ **Date:** _____

Appendix B: Script of message to parents of bullying allegation.

To Target's parents:

Your child _____ identified himself as being a target of behavior that may be construed as bullying under M.G.L. c.71 §370.

I am limited by confidentiality provisions of state and federal law as to what I can share with you at this time. However let me say this:

Today I took the following actions:

I investigated the allegations and found reasonable justification that bullying as defined in the statute and the student handbook took place. I have imposed a student consequence, consistent with the information contained in the Hartnett Middle School 2010-2011 Student Handbook and the disciplinary grid found on page 10.

I have taken the additional action of warning the aggressor and parents that there should be no contact with you or your child and that further acts of this nature or retaliation would result in further more serious consequences.

Finally, I have referred this to the _____ Police Department and they will be investigating the matter further. You may be contacted by them in the coming days.

We, as a school and a school district are committed to protecting all students and in upholding the law. Thank you.