

**FITCHBURG PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN
M. G.L. c. 71 §370**

STATEMENT OF PURPOSE

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

APPENDIX A: MA DESE SUMMARY FOR STUDENT/PARENT HANDBOOK

APPENDIX B: MA DESE SUMMARY FOR STAFF HANDBOOK

APPENDIX C: MARC – ASSESSING FOR A POWER IMBALANCE AND REPETITION

APPENDIX D: MARC – 7 ACTION STEPS

APPENDIX E: SAMPLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

STATEMENT OF PURPOSE

The Fitchburg Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. 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.

The Fitchburg Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in our school community. We will provide all students with the skills, knowledge, and strategies to identify, prevent, respond to and/or report bullying, harassment or teasing. We will not tolerate any unlawful or disruptive behavior, including any form of bullying or cyber-bullying, or retaliation towards any member of the school community who reports such actions. We will not tolerate this behavior in our school buildings, on school grounds, or within any school-related activities. We will promptly investigate all reports and complaints of bullying, cyber-bullying and retaliation. We will take prompt action to end inappropriate behavior and restore the sense of safety so necessary for the learning process. We will support this commitment in all aspects of school life, including curricula, instructional programs, staff professional development, extra and co-curricular activities and programs, field trips, and through parental/guardian outreach.

The Fitchburg Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing these issues. We are committed to working with students, families, staff, law enforcement and other community agencies, and the community at large to prevent issues of violence. We have developed this Plan in consultation with these varied stakeholders. While each

school's Principal and the building Administration team, is responsible for oversight and implementation of many aspects of this Plan, it is the responsibility of each member of the school community to insure that bullying, cyber-bullying or retaliation are addressed through preventative education and fair and just responses.

I. LEADERSHIP

A. Public involvement in developing the Plan.

As required by M.G.L. c.71, §370, the Fitchburg Public Schools bullying and prevention and Intervention Plan (the "Plan") has been and will continue to be developed and reviewed in consultation with all interested constituencies, including representatives from the following groups:

- teachers (from primary and secondary education levels),
- school staff (elementary, middle and high school level adjustment counselors)
- professional support personnel (related service providers and paraprofessionals),
- school volunteers (after school programs),
- administrators (principals, assistant principals, nursing/health leadership, human resources administrator),
- community representatives (school committee member/s, church/religious leaders, LUK, Inc., local community and college/universities),
- local law enforcement agencies (school resource officer),
- students (representation from GLBTQ,NHS, student rep. Or any student that would like to participate.)
- parents, and guardians (from elementary, middle and high school levels).

Representatives of these constituencies have and will continue to be involved by meeting as an Bullying Prevention and Intervention Advisory Committee (the "Committee") to review, shape, and inform the Plan. In addition, representatives of these constituencies will be involved in public meetings regarding the Plan as well as on-going task force meetings. Finally, the Health Advisory Council/Wellness and McKinney-Vento Homelessness Committees will be instrumental with planning and implementation during quarterly meetings held each school year to be coordinated by nurse/health leader.

B. Assessing needs and resources.

FPS school leaders, with input from families and school staff, will: review and assess the adequacy of programs, policies and procedures; review and assess data on bullying and behavioral incidents; and review and assess resources including curricula, training programs and behavioral health services. This information will be used 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.

FPS will use the following methods to conduct this ongoing needs and resources assessment.

- The Committee has and will continue to review current policies and procedures including, the Harassment Policy, the Acceptable Use Policy and the current disciplinary procedures in place at each school and make recommendations for revision or additional policies to the FPS School Committee's Policy Subcommittee as needed.
- At the beginning of each school year, Schools will review the previous years bullying data (State level data reports, internal documentation and reporting apps to establish baseline data on bullying/behavioral incidents to establish new practices and training that may be needed.
- Ongoing review of student discipline by the schools student support teams (STAT, START, ILT) to determine and mitigate bullying.

Data will be analyzed by each school administrator and final summaries will be presented to the Superintendent, School Committee, and community each year as part of the annual budget and school improvement presentation.

B. Planning and oversight.

In the Fitchburg Public Schools, the following parties will be responsible for the following aspects of the Plan:

- 1) School based Administration will continue to receive and will conduct the initial investigation of the bullying/behavioral incident reports, coordinate services with school resource officers, local law enforcement, or other agencies as applicable.
- 2) Data collection, reporting systems (apps) and interpretation will continue related to bullying/cyber-bullying reporting and follow-up intervention. The Principal and/or his/her designees, including but not limited to school-based Assistant Principals, Student Program Support Admin. (SPSA), ILT school teams and Director of Pupil Services and Director of Nursing . Prevention and intervention plan development and implementation, based on alignment with this data, will be on-going via school-based programming pertaining to improving school climate, teaching staff and students about

aspects of the law and the district Plan, and providing educational experiences/curriculum that address skill-building in this area.

- 3) Recording and tracking bullying and cyber-bullying incidents will be through established behavior incident reporting activities for which building administration teams are responsible and properly recorded within the student data management system.
- 4) Ongoing professional development will be through staff training from site-based trainers, legal experts and specialty presenters with contemporary information annually, in areas as noted in the professional development plan section of the Plan. The Assistant Superintendent and/or the Director of Pupil Services will coordinate these activities.
- 5) Yearly, the Director of Pupil Services and/or his/her designee will
 - Use existing data (as cited above) to assess the behavioral health needs of FPS students at the elementary, middle and high school levels. This information will be used to identify patterns of behaviors and areas of concern, and will inform decision-making for planning purposes. Individual student support services recommendations will be a function of the existing Student Teacher Assistance Response Teams (START) and fall under the Tiered System of support. At each school, a Guidance Counselor, School Adjustment Counselor, Clinical Interventionist and/or BCBA will be available to assist administration and staff in interviewing and developing safety plans as a result of the team recommendations.
 - Assess Guidance Counselors, School Adjustment Counselors and Clinical Interventionists schedules for frequency and duration of time spent on bullying related issues and resulting impact on costs associated with behavioral health assessments at the school level for following year(s). This analysis will inform staffing and professional development decisions so as to support effectively addressing student needs.
- 6) Choosing and implementing curricula: The FPS district will align the existing prevention programs and specialized curriculum with additional prevention, skills-based curriculum as noted further in this Plan. The Assistant Superintendent will facilitate and coordinate curriculum alignment and review committees as needed.
- 7) New and revised policies, specifically for bullying and cyber-bullying prevention and internet safety, have been created and will continue to be reviewed in accordance with Fitchburg School Committee procedures. These policies will be disseminated (with concomitant training) by each school's Principal and by the Superintendent. They will also be available on the District website.
- 8) Each school's student/parent/guardian handbook and FPS staff handbook will include a summary of the law (Appendix A and B) and other information as required. All such handbooks will be reviewed and updated annually by a building administrator, the Director of Human Resources, Director of Pupil Services and the Director of Nursing.
- 9) School Administrator's will offer informative educational sessions for parents and guardians that are focused on the parental components of the anti-bullying curricula, the plan and any social competency curricula used by the schools. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council and during Open House Events. These programs will be sponsored by and/or presented by the school administration and his/her designee. Parent / family engagement will be enhanced through recruitment in committees via school newsletters, district website, postings, PTO and PAC meetings/trainings. Parent participants on the Bullying Prevention and Intervention Planning Team and building-based parent liaisons will disseminate information through school-based venues.
- 10) Each year or at least bi-annually, the Assistant Superintendent, Director of Pupil Services and the District's legal counsel will review and update the Plan. This review and any updates will be shared with the entire staff, student body and their parents through revised student and staff handbooks and their dissemination during the opening days of school; via the District web-site; and through faculty meetings during the opening days of the school year. Additionally, quarterly meetings throughout the school year will be conducted by the district Nurse Administrator, or Superintendent's designee, to include reconvening the Bullying Prevention Advisory Council, for the purpose of reviewing any updates, changes, or other data-driven or legal requirements and advising on the revision of this Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan.

Annual training will be provided for school employees who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. It will include:

- an overview of the law;
- a description of staff duties and responsibilities under the Plan;
- an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, including forms and data collection specific to FPS; and
- an overview of the bullying prevention curricula and educational programming to be offered at all grades throughout the district.

Each school and/or department will have trainers (trained by staff from the Massachusetts Aggression Reduction Center) from among that school's administrators and/or teaching staff who will be responsible for conducting staff training. Athletic coaches, under the supervision of the Athletic Director, must participate in such school-based training pertaining to the grade level of their coaching responsibilities. Specialized after-school program advisers will be trained by their program administrators. The Director of Human Resources will be responsible for training bus drivers, central office staff and administration and will consult with the Director of Food Services and the Director of Buildings and Maintenance for cafeteria worker and custodian training. The Director of Pupil Services and the Director of Special Education will ensure that all paraprofessionals are trained in conjunction with the staff in the schools to which they are assigned.

Staff members hired after the start of the school year will be required to participate in a web 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

Ongoing professional development will be provided for all staff including but not limited to: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to co/extra-curricular activities and paraprofessionals. The goal of professional development is to establish a common, foundational understanding of and skills in using the tools necessary for the staff to create a school climate that promotes safety, civility, and respect for differences , so as to provide students with skills, knowledge, and strategies to identify, prevent, respond to and/or report bullying, harassment or teasing. Professional development will build the skills of staff members to identify, prevent, respond to and/or report bullying and cyber-bullying as well.

This on-going professional development will occur during District-wide professional development days and/or through school-based faculty meeting sessions. As required by M.G.L. c. 71, § 37O, the content of school-based and district wide professional development will be informed by research and will include information on:

- (i) Developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) Information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing a students Individualized Education Program (IEP), including a particular focus on students with autism or other disabilities that impacts social skills development. The Director of Pupil Services/Special education

or designee will be responsible for such professional development.

Additional areas identified by FPS for professional development for all levels of staff include:

- promoting and modeling social skills development as foundational for further bullying prevention skill-building, through the use of the Devereux Student Strengths Assessment (DESSA K-12), Devereux Early Childhood Assessment(DECA), RULER- Yale Center for Emotional Intelligence and Responsive Classroom program;
- using positive approaches to behavioral health including collaborative problem solving, conflict resolution training, teamwork, restorative practices, school-based counseling and other pro-social and behavioral supports that aid in social and emotional development;
- constructively managing classroom behaviors and students' developing steps to self-control;
- applying skills from the tiered system of support for social and emotional learning
- teaching students various skills including positive communication, anger management, violence prevention, and empathy for others through guidance groups, academic Health and Wellness instruction, the Responsive Classroom, RULER, DESSA, DECA and the Second Steps Violence Prevention program;
- maintaining a safe and caring classroom for all students

C. Written Notice to Staff

FPS 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 or district employee handbook/code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources.

The Fitchburg Public Schools currently provides counseling and support to students through key staff members. Students often access these key staff members through their teachers, related service providers, nurses, or administrators. FPS determines the appropriateness of services based on individual need as assessed through the Tiered System of Support intervention model.

FPS currently provides all students with curricula on pro-social skills and behavior through such programs as RULER: Yale Center for Emotional Intelligence, Second Steps (Step to Respect), and Devereux Student Strengths Assessment and curriculum, which are Tier 1 interventions. RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of preK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students. RULER is an acronym for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, regulating). Devereux Student Strengths Assessment and curriculum is a suite of assessments and curriculum based on the CASEL standards that include self-management, responsible decision making, relationship skills and self-awareness. Second Step (Steps to Respect) teaches students to identify, refuse, and report bullying and promotes the development of friendships at school.

The Principal will designate school personnel who will identify, and/or observe, and/or interview a student and/or review his or her cumulative file and key instructional staff members who work with this student once an allegation of bullying or cyber-bullying has been received.

For the student who is a target of bullying or cyber-bullying::

A parent and/or guardian will be contacted to discuss the allegations and bullying process to make certain the parent has the understanding that their child will be engaging in the following possible procedures:

- Will be interviewed
- May be observed

- May be screened using appropriate tools to determine the impact of the incident, the level of distress and the skill deficit that must be addressed

If the student presents with significant areas of distress as indicated above:

- A safety plan will be developed (as outlined elsewhere in the Plan)
- A referral will be made to the Student Teacher Assistance response Team (START) to begin the Response to Intervention (RTI) process
- For students who have an identified disability requiring 504 accommodations or special education services, a Team meeting will be scheduled to discuss the impact of the incident on the student's educational programming.

For the student who is identified as having displayed the bullying or cyber-bullying behavior, they:

- Will be interviewed
- May be disciplined in accordance with the student handbook/code of conduct (and their IEP if applicable)
- May be observed
- May be screened using appropriate tools to determine the impact of the incident, the level of distress and the skill deficit that must be addressed

If a student presents with significant areas of distress as outlined above:

- A safety plan will be developed (as outlined elsewhere in the Plan)
- A referral will be made to the Student Teacher Assistance response Team and engage in the Multidisciplinary Tiered System of Support (MTSS)
- For students who have an identified disability requiring 504 accommodations or special education services, a Team meeting will be scheduled to discuss the impact of the incident on the student's educational programming.

The Committee has developed the following recommendations to consider in the implementation of the Plan:

- The Principal or his/her designee will serve as the Bullying Prevention Liaison at the elementary, middle, and high school levels to assist support staff and teachers to implement the Plan with a focus on prevention of bullying behavior. The role of the bullying prevention liaison should be filled by an individual with experience in and knowledge regarding bullying and cyber-bullying, its impact on targets, aggressors and bystanders, prevention models, and the protocol for reporting (including anonymous reporting) and response to bullying complaints.
- The Principal will develop and institute a student concern planning team for bullying in order to discuss the climate in the building in a proactive manner. As the Bullying Prevention Liaison, the Principal and/or his designee will be a member of this team. This team should meet regularly to review occurrences of bullying/cyber-bullying within the building, discuss progress with current interventions, and develop appropriate safety plans for students within the building who have become victims of bullying related incidents.

B. Counseling and other services.

FPS endeavors to provide culturally and linguistically appropriate support to its students and families. FPS employs a Bilingual Liaison and FPS Family & Community Engagement Coordinator who is available to support Spanish speaking students and families with translation, attendance at meetings, and connecting with community supports. . FPS is conscious of the need for further culturally and linguistically appropriate support for families and works to reach out to all students and families and has connected with a translating company called Loinsbridge that is able to provide translation support to any staff member.

FPS is currently linked with a number of community based organizations and Community Service Agencies (CSA), including: LUK, Inc., Community Healthlink (CHL), Wachusett Counseling Associates, Communities of Care (COC), Families and Communities Together (FCT), the Mobile Crisis Team through the Child Behavioral Health Initiative (CBHI), the Cleghorn Neighborhood Center, Riverfront Counseling Associates, the Counseling and Assessment Clinic (CAC), Inc., Youth Opportunities Upheld (YOU) Inc, The Public Schools Stewards group (NewVue), the Department of Children and Families (DCF), the Montachusett Regional YMCA, and a number of other area organizations or agencies that provide students and their families with support outside of school.

Within schools, the Principals' designees are involved in the facilitation of groups, crisis intervention, development of safety plans, communication with outside service providers, law enforcement, and families, making referrals to appropriate resources, the development of behavior intervention plans, and the implementation of the Collaborative Problem Solving (CPS) model. School-based administrators are involved in providing input and recommendations to students, their families, outside service providers, and law enforcement.

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. The Team will also discuss the specific accommodations, modifications, goals, and services required to meet the student's needs specific to the development and generalization of skills and include these in the student's IEP.

D. Referral to outside services

Parents/students will be provided with referrals to outside resources when needed (refer to page 8, Access to Resources and Services). Referral to outside agencies may also be recommended under (but not limited to) the following special circumstances:

- Student, parent or school personnel reports suicidal or homicidal ideation, abuse, neglect or other safety issues (for all reports of abuse and neglect, the school staff member is obligated to file a mandated report with the Department of Children and Families (DCF) which is done without parental permission);
- Student demonstrates extreme behavior, psychological issues, or medical concerns (example: active hallucinations)
- Parent contacts the school to report serious concerns about their child

Outside counseling services and arrangements are made between the parent/guardian of a student and/or by the student directly for a student aged 18 or older with the outside agency. The district does not cover the cost of these services.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific bullying prevention approaches will include both developmentally appropriate student skill-building in the areas of foundational social competencies and as well as instruction using evidence-based, research-based bullying prevention curricular. The table below indicates such programs, curricular products, supporting programs and the anticipated grade levels where they will be implemented. Prior to implementing curriculum products, professional development will be provided to appropriate staff members.

GRADE	PROGRAM or CURRICULUM	BULLYING PREVENTION HIGHLIGHTS
Reingold - PreK-4 SSES - PreK-4 Crocker -PreK-4 Memorial 5-8 Longjo 5-8	RULER - Yale Center for Emotional Intelligence	RULER is an approach to social and emotional learning (SEL) that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society. The RULER approach works on teaching emotions. Recognizing emotions in oneself and others, understanding the causes and consequences of emotions, labeling emotions with a nuanced vocabulary, expressing emotions in accordance with cultural names and social context and resulting emotions with helpful strategies.

All Schools K-12	DESSA-Devereux Student Strengths Assessment	Devereux Student Strengths Assessment and curriculum is a suite of assessments and curriculum based on the CASEL standards that include self-management, responsible decision making, relationship skills and self-awareness.
PreSchool	DECA- Devereux Early Childhood Assessment	Devereux Student Strengths Assessment and curriculum is a suite of assessments and curriculum based on the CASEL standards that include self-management, responsible decision making, relationship skills and self-awareness at the preschool age level.
K-GRADE 8	SECOND STEP VIOLENCE PREVENTION CURRICULUM	This curriculum helps students develop strong bonds to school, solve problems without anger, and treat others with compassion. Research-based, the SECOND STEP program includes scripted lessons, and DVDs leading to thought-provoking role plays, engrossing discussions, and positive results in the classroom. While this is not a specific bullying prevention or intervention program, it is helpful in laying a foundation.
GRADE 3/4 - 6	STEPS TO RESPECT BULLYING PREVENTION CURRICULUM	This curriculum aims to reduce bullying and improve school climate. STEPS TO RESPECT is research-based and teaches students to recognize, refuse, and report bullying, be assertive, and build friendships. A recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior. STEPS TO RESPECT lessons can help students feel safe and supported by the adults around them so that they can build stronger bonds to school and focus on academics. The program supports staff as well, with schoolwide policies and training
McKay School (PreK-8)	RESPONSIVE CLASSROOM PROGRAM	Developing a safe classroom climate and social competencies, especially in grades K-2/3, in CARES: Cooperation, Assertion, Responsibility, Empathy, and Self-control—key social skills children need to learn and practice if they are to succeed socially and academically. Opportunities for using the CARES words and living by those values arise naturally in the process of making classroom rules, learning to put these rules into action in the classroom, and practicing respectful behavior in the lunchroom and other common areas. These social competencies create a foundation for further bullying prevention skill development.
GRADE 3-12 *	Michigan Model for Health	The Michigan Model for Health is a curriculum that involves improving or maintaining positive health behaviors and reducing health risk behaviors. The Michigan Model has merged the Social Cognitive Theory, Social Influence Theory, and Social Behavioral Theory into an adapted health belief model consisting of four factors that contribute to behavior change: knowledge, skills, self-efficacy and environmental support.
Grades 6-12	Ripple Effect	Ripple Effects for Teens (grades 6-12) is a comprehensive intervention that addresses both behavior challenges and the reasons behind them – from simple skill deficits to cultural alienation, from personal trauma to systemic injustice – with safeguards for student confidentiality built in. The 430 interlinking, personalized tutorials are engaging, culturally inclusive, learner-directed, and proven to work, especially with students who have multiple risk factors for school failure. Students can track their progress with a built-in Scorecard, and a Data Viewer makes it easy for educators to track individual and group student progress.
Grades 9-12 FHS	SEL Edgenuity	This curriculum is aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, Multi-tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Supports (PBIS). The instructional topics include restorative practice/justice, bullying and cyberbullying, building healthy relationships, overcoming peer pressure and anger and temper management.
ALL GRADES	MARC BULLYING and CYBER-BULLYING PREVENTION PROGRAM	The Massachusetts Aggression Reduction Center provides free and low-cost programs, services, research and resources to schools, families, and professionals, in the United States and beyond. Our focus is on social and emotional adjustment in children, including bullying and cyberbullying, fighting, bias and diversity, peer relationships, and screen and social media usage. FPS has two trainers in the district to train staff on the usage of the MARC program.

All bullying prevention and intervention 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 cyber-safety, 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.

Teaching students about the student-related sections of the District Plan will occur through Morning Meetings (gr. K-8), All-School meetings (gr. K-8), small social skills groups and/or Advisory (high school) .

B. General teaching approaches that support bullying prevention efforts.

See above table and list of teaching approaches that support bullying prevention practices.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING 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 Incident Reporting Form, a voicemail box, a reporting app., 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 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 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 Student, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. A software program such as Aspen X2, Stop It app., or its equivalent will be available for anonymously reporting at the school level. The school administration to identify school-based processes for accessing a computer or translator to facilitate reporting. 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.

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

When to involve the police:

1. *If the behavior involves criminal activity, threats, or violence.*
2. *If the behavior involves electronic or physical stalking.*

C. Investigation.

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged 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 and/or school social worker 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.

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.

This section enumerates the schools' or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation.

1. Teaching Appropriate Behavior Through Skills-building

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

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

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.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources.

Principals will offer informative educational sessions for parents and guardians that are focused on the parental components of the anti-bullying curricula, the Plan and any social competency curricula used by the schools. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council and during Open House Events. These programs will be sponsored by and/or presented by the school administration and/or his/her designee.

B. Notification requirements.

The Fitchburg Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula through the distribution of the Plan summary that will include information about anti-bullying curricula, the dynamics of bullying, including cyber-bullying and online safety. The schools or district will provide all parents and guardians a written notice of the District's Internet Safety Policy upon enrollment or annually in student handbooks.

The Fitchburg Public School will include the Plan summary in each school's Handbook and the staff Handbook or code of conduct.

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 amongst Fitchburg's parents or guardians. The school or district will post the plan and related information on its website. Additionally, any organization distributing their program information through the schools will receive a copy of the Bully Prevention / Intervention Plan (i.e., City of Fitchburg sponsored sports programs, etc.)

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying 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.

The school principal or designee will comply with all requirements of this Plan including reports to the Department of Children and Families (DCF) or law enforcement as necessary. FPS will obtain parental consent prior to the sharing of school records or having open communication with outside agencies unless otherwise mandated by a court of law. Copies of parental consents will be kept with the student's record and may be revoked by a parent upon the parent's written request to the Principal.

APPENDIX A: MA DESE SUMMARY FOR STUDENT/PARENT HANDBOOK

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

These requirements will be included in the school's or district's Bullying Prevention and Intervention Plan ("the Plan"), which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including parents and guardians.

Definitions

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

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (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/herself or of damage to his/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. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any 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.

Hostile environment 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 the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
 - at a school-sponsored or school-related activity, function, or program, whether it takes place 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,
 - through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
 - at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. *[Amend to include local information about reporting procedures and resources here, and contact information for the principal or designee who receives reports.]*

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally 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.

Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

APPENDIX B: MA DESE SUMMARY FOR STAFF HANDBOOK

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Relevant sections of the law (M.G.L. c. 71, § 370) are described below.

These requirements will be included in the school's or district's Bullying Prevention and Intervention Plan, which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including staff, and parents and guardians.

Definitions

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

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (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/herself or of damage to his/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. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any 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.

Hostile environment 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 the 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.

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

Prohibition Against Bullying

Bullying is prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device that is owned, leased, or used by a school district or school and (ii) at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Responsibility of Staff to Report Bullying

A member of a school staff is required to report immediately any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the Plan as responsible for receiving such reports, or both. . *[Amend to include local information about reporting procedures and resources here, and contact information for the principal or designee who receives reports.]*

Staff includes, but is not limited to, an educator, administrator, counselor, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

Upon receipt of such a report, the school principal or his/her designee shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally 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.

Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

APPENDIX C: ASSESSING FOR A POWER IMBALANCE AND REPETITION

Assessing for a Power Imbalance & Repetition

The new law in Massachusetts specifies that faculty and staff must be trained in the role of power imbalances and repetition in the incidence of bullying and cyber bullying. Those who investigate alleged bullying and cyber bullying problems need to assess for these. This document is intended to assist investigators in that process.

Elements that should be assessed when considering the presence of a power imbalance between two students:

Different levels of popularity or social success between the students
Students who differ in their personal self-confidence, especially around peers
Students who differ in their athletic, academic, or other achievements
Students who belong to a group that is frequently targeted and is generally low-power (e.g., GLBT students; special education students; ELLs; etc.)
Students who differ in the degree to which adults like and admire them
(Sometimes) Students who differ markedly in personal appearance
(Sometimes) Students who differ markedly in physical size
Online behaviors that consistently target one student

Assessing for repetition:

Before this incident, what was your relationship to this "bully"?
Have you had any electronic contact online or through texting?
Any contact (electronic or in person) with his/her friends, teammates, etc.?
Do your families socialize together outside of school?
Do you see him/her in any extracurricular activities or places?
Have you had problems in the past with any of his friends?
Have you initiated any contact with him/her before these incidents?
Have you ever been in a fight with him/her?

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APPENDIX D: 7 ACTION STEPS

7 Action Steps

These actions could be taken *regardless* of the disruption to the school environment (or lack of it) caused by an incidence of bullying or cyber-bullying:

1. ***Have an educational discussion with the bully and with -bystanders.*** Ideally, this should take place in the Principal's Office. It may be important to point out that this discussion is *not* discipline; it is educational, about the dangers of bullying and the fact that everyone is now aware of the situation. If relevant, discuss future legal problems the child may incur if they continue with these behaviors. You can involve an SRO or other police officer in the discussion, and the child's parents, if possible.
2. ***Immediately inform the bullies and cyber-bystanders about the consequences for bullying or cyber bullying in school.*** If the bully or bystanders engage in any bullying or cyber bullying in school, follow through on consequences immediately.
3. ***Be sure that a target has a Safety & Comfort Plan.*** This should include a Safe Person in school – someone who the child likes and can go to, and the child's teachers must be told that this child has the freedom to go see their Safe Person at any time. Initially, do not be concerned if a target appears to exploit their Safe Person as a way to avoid schoolwork. Focus instead on the child's sense of safety and comfort. Eventually, when the situation appears to be resolved, you can address a child who exploits the situation (if necessary).
4. ***Inform all relevant adults*** – teachers, coaches, counselors, and bus drivers – about the situation between the two children. Ensure that they are aware of the potential for bullying and that they keep a very sharp eye open. Have a checklist of relevant people and check off each adult as they are informed.
5. ***Have a plan for less structured areas***, such as buses and lunchroom. The target should never be left to hope that they find a safe seat. A seat should be reserved in advance near friends.
6. ***Follow up with parents, especially parents of targets.*** Do not wait for them to call you; call them to let them know that the above actions are being taken. Many parents want to know what disciplinary actions are being taken against a bully and you may need to educate them about confidentiality laws. Be sure that they know you are not merely refusing to furnish information because you personally wish to protect a bully.
7. ***Consider creating a Response Team to implement all these responses.*** The Response Team should consist of counselors, SROs, administrators, and teachers. The Response Team can also handle communications with parents and document that all above steps have been taken. Response Teams are valuable for tracking children who are frequently involved as either bullies or targets.

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APPENDIX E: FPS BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Forms may be pick up at your child's school in the main office

Forms

Acknowledgment Form

Parent/Guardian must complete this form and return it to the school office.

Student Name: _____

School: _____

Grade: _____

1.) Student Handbook Acknowledgment

I hereby acknowledge that I have read the handbook carefully with my child. I understand that the handbook has been prepared to ensure that each and every student in the Fitchburg Public Schools has a safe and enjoyable school experience. By signing below, I hereby acknowledge that we understand the rules and regulations set forth therein and agree to abide by them.

Student Handbooks are located on the FPS website: parents.fitchburg.k12.ma.us

I have read the student handbook carefully with child. Yes _____ No _____

2.) User Agreement for Participation in the Fitchburg Public Schools Electronic Communications System – (Section 5 of the Student/Parent Handbook.)

I have read the FPS's District's Acceptable Use Policy and Administrative Procedures and reviewed them with my child. In consideration for the privilege of using the District's system/network, and in consideration for having access to the public networks, I, on behalf of myself and my child, hereby release the District, its operators, and institutions with which they are affiliated from any/all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of harm or damage identified in the FPS District Acceptable Use Policy and Administrative Procedures.

I have read the FPS's District's Acceptable Use Policy. Yes _____ No _____

3.) Consent for Google Apps for Education Account

Note: consent is only required for students under the age of 13.

(Section 5 of the Student/Parent Handbook: any questions or concerns see your child's school administration or designee)

I consent for my child to have a Google Apps for Education account. Yes _____ No _____

I consent for my child to participate in the FPS District's system/network. Yes _____ No _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

Student Name: _____

School: _____ Grade: _____

Notice of Use of Student Information/Media Release – FPS Policy #5503

Occasionally, students are recognized for activities, sports, honors, awards and class projects in local or school newspapers/newsletters, or on the FPS websites. Under state and federal law, FPS may release names, photographs or images, and other personal identifiable information from students' education records. See the FERPA policy in Section 6 of the Student/Parent Handbook.

I consent to the following releases:

To include my child's name, photo or image involving school activities, honors & award programs. Yes _____ No _____

FPS websites and social media platforms. Yes _____ No _____

Local newspapers/schools newsletters. Yes _____ No _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

Field Trip Permission – FPS Policy #5215

I give permission for my child to be involved in all field trips during the school year. I understand that neither the school nor the City of Fitchburg is able to assume legal responsibility for my child. All students will be supervised by responsible adults.

I understand I will be notified prior to any field trip with information explaining the event and trip details. I also understand I will have to complete an additional form updating my child's medical information. (Section 2 of the Student/Parent Handbook)

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____