

SOUTH MIDDLESEX REGIONAL VOCATIONAL TECHNICAL
SCHOOL DISTRICT

KEEFE REGIONAL TECHNICAL SCHOOL

750 WINTER STREET
FRAMINGHAM, MA 01702



The mission of Keefe Regional Technical School is to challenge students to demonstrate the academic, technical and interpersonal skills necessary for successful lifelong learning.

BULLYING PREVENTION AND INTERVENTION PLAN 2018-2019

South Middlesex Regional Vocational Technical School District

Bullying Prevention and Intervention Plan

TABLE OF CONTENTS

I.	STATEMENT OF PURPOSE.....	3
II.	BULLYING AND CYBER BULLING.....	4
III.	LEADERSHIP.....	5
IV.	TRAINING AND PROFESSIONAL DEVELOPMENT.....	7
V.	ACCESS TO RESOURCES AND SERVICES.....	9
VI.	ACADEMIC AND NON-ACADEMIC ACTIVITIES.....	11
VII.	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....	13
VIII.	COLLABORATION WITH FAMILIES.....	22
IX.	PROHIBITION AGAINST BULLYING AND RETALIATION.....	23
X.	DEFINITIONS.....	24
XI.	RELATIONSHIP TO OTHER LAWS.....	25
	APPENDIX A: INCIDENT REPORT FORM.....	26
	APPENDIX B: COMMUNITY RESOURCES.....	28

I. STATEMENT OF PURPOSE

South Middlesex Regional Vocational School District is committed to providing its students with equal education opportunities in a safe learning environment that is free from harassment, discrimination, bullying, and hate crimes. The District adheres to a policy of non-discrimination based on race, gender, color, religion, sexual orientation, gender identity, ethnicity/national origin, age, and/or handicap/disability, in accordance with state and/or federal laws. All students are protected by these policies regardless of their status under the law. These policies, found in the Student Handbook, specifically prohibit harassment based upon each of these protected classifications.

The District strives to create an environment where all members of the school community treat each other with respect and dignity, and will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation. We will investigate promptly all reports and complaints of bullying, cyber-bullying, 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 is a comprehensive approach to addressing bullying and cyber-bullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

Keefe Regional Technical School does not discriminate on the basis of race, color, national origin, age, gender, gender identity, religion, limited English proficiency, sexual orientation, disability or housing status in admission to, access to, treatment in, or employment in its programs and activities. (Title IX, Chapter 622).

II. BULLYING AND CYBER BULLYING

In accordance with M.G.L. c. 71 sec.37H and 37O, Keefe Regional Technical School prohibits students from engaging in any conduct that would be considered “bullying”.

“Bullying”, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at schools or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying”, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence to, any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material of an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive of the definition of bullying,

“Electronic communication” means any communication through an electronic device including a telephone, cellular phone, computer or pager. Keefe Regional Technical School prohibits retaliation or false accusation against a target, witness or one with reliable information about an act of bullying, harassment and intimidation.

Acts of bullying, which include cyber bullying, are prohibited:

1. 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
2. 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.

III. LEADERSHIP

- A. **PUBLIC INVOLVEMENT IN DEVELOPING THE PLAN.** As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation includes notice and a public comment period before adoption by the school committee.
- B. **ASSESSING NEEDS AND RESOURCES.** The Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. South Middlesex Regional Vocational Technical School District conducts needs assessments which assists in identifying resource gaps and the most significant areas of need. Based on these findings, the district will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

The South Middlesex Regional Vocational Technical School District, with input from families and staff, will:

- 1.) assess the adequacy of current programs;
- 2.) review current policies and procedures;
- 3.) assess available resources including curricula, training programs, and behavioral health services;
- 4.) survey students, staff, parents, and guardians on school climate and school safety issues;
- 5.) collect and analyze 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 will describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

C. **PLANNING AND OVERSIGHT**

School Leaders responsible for the following tasks under the Plan:

- 1) The Principal and/or Assistant Principal/Discipline will receive reports on bullying 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;
- 2) The Anti-Bullying Committee will collect and analyze building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- 3) The Principal and/or Assistant Principal/Discipline, along with the Anti-Bullying Committee will monitor the process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- 4) The Principal and the Professional Development Committee will plan for the ongoing professional development that is required by the law;
- 5) The Principal, Assistant Principal/Discipline (with general input from the Anti-Bullying Committee) will plan supports that respond to the needs of targets and aggressors;
- 6) The Principal and the Academic Director will choose and implement the curricula that the school or

district will use;

- 7) The Principal and the Anti-Bullying Committee will develop new (or revise current) policies and protocols under the Plan, including an Internet safety policy, and will designate key staff to be in charge of implementation of them;
- 8) The Principal and the Anti-Bullying Committee will amend student and staff handbooks and codes of conduct;
- 9) The Principal and the Anti-Bullying Committee will lead the parent or family engagement efforts and draft parent information materials;
- 10) The Principal and the Anti-Bullying Committee will review and update the Plan annually.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

The Plan at South Middlesex Regional Vocational Technical School District reflects the requirements under M.G.L. c. 71, § 37O to provide annual staff training and 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.

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include the following:

- staff duties under the Plan,
- an overview of the steps that the Principal and/or Assistant Principal/Discipline or Superintendent/School Committee or designee, if necessary will follow upon receipt of a report of bullying or retaliation,
- an overview of the bullying prevention curricula to be offered at all grades throughout the school or district.

Annual staff training will take place at the beginning of the school year. Staff members hired after the start of the school year, and not present at the annual training, 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 year.

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 school-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 students' Individualized Education Programs (IEPs). This will include a particular focus on the needs and skills of students with disabilities who may be susceptible to being the target of bullying behavior.

Additional areas identified by the school or district for professional development may 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; and
- maintaining a safe and caring classroom for all students.

The Principal and the Professional Development Committee will keep a professional development schedule on file with the Plan.

- C. Written notice to staff. The district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the employee handbook and the code of conduct. All staff will be able to access the Plan on the school website: www.keefetech.org

V. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families and others are addressed. The Plan at South Middlesex Regional Vocational Technical School District describes the strategies for providing supports and services to meet those needs. The Plan reflects the ability of the district to prevent, intervene early, and respond effectively to bullying. Available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. This Plan includes strategies for providing counseling or referral to appropriate services.

A. Identifying Resources:

Support services begin with Guidance Counselors. In addition there are multiple school-based and contracted resources for our students. These include:

- A psychologist
- 2 counselors with a clinical focus
- Counseling resources for alcohol, substance abuse and court involved students
- Special Education Director, service providers and liaisons
- Faculty members and administrators
- School Nurse

The counselors and representatives from the resources indicated above comprise the Student Assessment and Referral Team (START).

Guidance counselors are proactive in developing a rapport with their students. Through this connection, which is assigned for four years, and through curriculum delivery, counselors address the topic of bullying. The counselor's knowledge of the individual student facilitates communication if an academic, vocational, or social problem develops. The guidance counselors work closely with Assistant Principal/Discipline or appropriate designee to respond to any specific incident of bullying or harassment.

B. Counseling and Other Services:

Current Resources: The model at South Middlesex Regional Vocational Technical School District provides the psychologist and/or two counselors to be available to students during normal school hours. In addition to these direct counseling supports in the building, the psychologist is available by phone for consultation with one of the counselors or guidance staff. These clinical counseling supports are augmented with a specific counselor focused on substance abuse issues. Counseling personnel work collaboratively and communicate with each other regularly. Counseling supports are also available in Spanish and Portuguese, the two most widely spoken languages in the district other than English. There are established connections with a wide range of local clinicians, including counselors who speak Spanish and Portuguese.

A list of community resources, including the major providers of counseling supports for low income students through Medicaid, is maintained and updated regularly. This list of community resources includes the Psychiatric Emergency provider in the Metro-West area, the Division of Children and Families, as well as the Framingham Juvenile Court.

Prevention and Response to Bullying:

Large-group bullying and violence prevention programs have been developed and presented to the entire student body. These prevention programs have included Rachel's Challenge and Remote Control, a dating violence prevention program. The programs are developed and delivered with the direct involvement of the guidance staff, the faculty, and student organizations. In an effort to extend the benefit of these large-group presentations, there has been direct follow up in health classes as well as in smaller student drop-in groups. Additional large-group bullying prevention and intervention programs are scheduled for the current school year as well.

The psychologist works closely with the Principal and/or the Assistant Principal/Discipline to respond to more serious or repetitive incidents of bullying. This intervention includes a careful clinical and safety evaluation of the aggressor to assess that individual's understanding of their actions and their overall cognitive and emotional functioning. At this level of intervention, the student's parents are directly involved in the process. All parties are informed about the limits of confidentiality, given the nature of the disciplinary infraction, before they participate in this assessment. The target of the bullying is also assessed and supported. After this assessment, recommendations are made about how to intervene in order to re-establish a safe learning environment for all parties to the event. At times this intervention has also involved the witnesses to the repetitive bullying or broader education about the nature of civil rights violations. Once the behavioral intervention plan is implemented, there is monitoring with all the parties to be sure that a safe learning environment is re-established.

C. Students with Disabilities:

Students' Individual Special Education (IEP) Teams will ensure that students with disabilities have the necessary supports and services to address any areas of concern relative to bullying. These may include, but are not limited to: counseling, behavioral supports, and social skills groups.

D. Referral to Outside Services:

If more extensive clinical services are required the district recommends this to the student's parents and a referral to an outside agency or an individual clinician is discussed. Parents are instructed in how to access the provider network connected with their son/daughters health insurance. A list of Spanish and Portuguese speaking clinicians is maintained in order to facilitate these referrals. If the student is seeing an outside clinician, the in-school counselor seeks parental permission to communicate with this clinician. (See Appendix B)

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Plan at South Middlesex Regional Vocational Technical School District uses age-appropriate instruction on bullying prevention that is incorporated into the school curricula. Instruction includes whole-school initiatives and classroom approaches, which introduce strategies for bullying prevention and social skills development. South Middlesex Regional Vocational Technical School District will update its Plan to be consistent with DESE guidelines for implementing social and emotional learning curricula.

- A. Specific bullying prevention approaches.** Bullying prevention curricula, informed by current research, seeks to:
- empower 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;
 - help students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
 - emphasize cyber-safety, including safe and appropriate use of electronic communication technologies as outlined in the Keefe Regional Technical School Student Handbook;
 - enhance students' skills for engaging in healthy relationships and respectful communications; and
 - engage students in a safe, supportive school environment that is respectful of diversity and difference.

Interventions/Education Models Used:

Whole-School Initiative – Class Assemblies and small group presentations led by Assistant Principal/Discipline, Director of Student Services and School Resource Officer. The leadership team, professional development committee and guidance department will continue to explore professional development options for staff and programs for students.

At the beginning of each school year, the student handbook and the bullying policy is reviewed with all students. The focal point of these assemblies is based on an atmosphere of respect and the following topics are discussed:

- Harassment of other students
- Bullying
- Cyber-bullying
- Various damaging electronic behaviors
- Impact of cyber-behavior on students, their future, their family, and their classmates.
- Safe and appropriate online behavior
- Concrete ideas of how one can best deal with bullies in the real world *and* in cyberspace.

Guidance Department Curriculum

Each year school counselors design a developmental guidance curriculum that is age and grade-level appropriate, and is informed by current research. Guidance curriculum is aligned to the Massachusetts Model for Comprehensive School Counseling and addresses students' academic/technical achievement, workplace readiness/career planning, and personal/social development.

To promote the positive personal and social development of all students within a safe learning environment, school counselors provide programs, classroom-based interventions and group and/or individual counseling that allow students to: feel supported and safe at school, develop interpersonal skills for positive social interactions, and understand their personal strengths and challenges.

Throughout the year, school counselors collaborate with the health instructors and student support service providers to deliver curriculum in classroom settings and in small groups the opportunity to participate in a variety of activities that foster personal/social development. Guidance lessons encourage student participant and meaningful discussion. The topic of bullying/harassment is addressed with students grade 9-12 with a focus on preparing students to recognize, understand, and appropriately handle bullying and harassment behaviors both in school and in a workplace/post-secondary setting.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral at South Middlesex Regional to establishing a 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 through various organizations;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- 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;
- incorporating the Department's anti-bullying curriculum;
- teaching conflict resolution skills to students;
- incorporating anti-bullying content-appropriate materials with literature units when appropriate;
- using the Internet safely, per the Keefe Regional Technical Student Handbook.

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

To support efforts to respond promptly and effectively to bullying and retaliation, South Middlesex Regional Vocational Technical School District has 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 staff – know what will happen when incidents of bullying occur. The Plan includes detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the Principal and/or Assistant Vice Principal/Discipline or Superintendent/School Committee or designee. If necessary, once a report is made. The following section covers:

- I) Reporting Bullying or Retaliation*
- II) Responding to a Report of Bullying or Retaliation*
- III) Investigating*
- IV) Determinations*
- V) Responses to Bullying*

I. 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. All staff members are required to report immediately to the Principal and/or Assistant Principal/Discipline any instance of bullying or retaliation the staff member becomes aware of or witnesses. When a reported bullying incident involves the principal or the assistant principal as the alleged aggressor, 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. Reports made by students, parents or guardians, or other individuals who are not district staff members, may be made anonymously. The 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 dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The district will:

- 1) include a copy of the Incident Reporting Form in the beginning of the year packets for staff, students, and parents or guardians;
- 2) make it available in the school's main office, the Guidance office, the school nurse's office, and other locations determined by the Principal and/or Assistant Principal/Discipline;
- 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 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 and/or Assistant Principal/Discipline or to the Superintendent/School Committee or designee, if necessary, will be incorporated in student and staff handbooks, on the district website, and in information about the Plan that is made available to parents or guardians.

REPORTING BY STAFF

A staff member must report incidences as soon as possible to the Principal and/or Assistant Principal/Discipline or to the Superintendent or designee when the Principal or the Assistant Principal is 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 to the Principal and/or Assistant Principal/Discipline or Superintendent/School Committee or designee, if necessary, does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with district policies and procedures for behavior management and discipline.

REPORTING PROCEDURES FOR STAFF

Upon witnessing or becoming aware of an act of bullying or cyber-bullying, you must report as soon as possible to the Principal and/or Assistant Principal/Discipline 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.

To report:

- Complete an Incident Report Form and deliver it as soon as possible to the Principal and/or Assistant Principal/Discipline or to the Superintendent/School Committee or designee, if necessary; or other administrator such as the Vocational Director, the Academic Director, the Director of Guidance, the Director of Facilities, or the Director of Special Education; or
- Call the Principal at extension 252; or
- Call the Assistant Principal/Discipline at extension 260
- Call the Superintendent at extension 250 if the Principal or Assistant Principal is the alleged aggressor; or
- Call the School Committee or designee when the Superintendent is the alleged aggressor.

Reports that are made via phone must be followed up as soon as possible by completing the Incident Report Form which is available in the Main Office, the Guidance Office, the school nurse's office, in shops and classrooms, and on the school website; www.keefetech.org Click on High School, then Staff Forms.

A student may choose to hand in the Incident Report Form to a teacher or staff member with whom that student feels comfortable. If a student gives you an Incident Report Form, you must as soon as possible deliver that form to the Principal and/or Assistant Principal/Discipline or the Main Office Switchboard or the Superintendent/School Committee or designee, if necessary. If you are unable to leave your classroom or work area, you must call an administrator to come and pick up the form.

REPORTING BY STUDENTS, PARENTS OR GUARDIANS, AND OTHERS

The 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 and/or the Assistant

Principal/Discipline, or to the Superintendent or designee when the Principal or the Assistant Principal is the alleged aggressor, 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. 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 and/or Assistant Principal/Discipline or the Superintendent/School Committee or designee, if necessary.

REPORTING PROCEDURES FOR STUDENTS

If you are a target of, or witness, or become aware of an act of bullying or cyber-bullying, you should report it immediately.

To Report:

- Speak to any teacher, coach, bus driver, cafeteria worker, administrator, aide, counselor, custodian, or any other staff member
- Report directly to Ms. Snow, Principal
- Report directly to Mr. Collins, Assistant Principal/Discipline
- Report directly to Mr. Evans, Superintendent, when the Principal or Assistant Principal is the alleged aggressor
- Report directly to the School Committee or designee when the Superintendent is the alleged aggressor
- Complete an Incident Report Form and deliver it immediately to the Main Office Switchboard, the Guidance Office, or to any staff member.
The Incident Report Form is available from your teachers in all shops and classrooms, in the Main Office, in the Guidance office, in the nurse's office, and on the school website; www.keefetech.org Click on the Bullying Prevention link
- Report via: email: report@jpkeefehs.org
- Call the dedicated hotline at: 508-416-2264

Note: the hotline number is an answering machine which is monitored by staff. You may leave a message on this machine. Anonymous reports left on this machine will be investigated. Remember, no student will be disciplined solely on the basis of an anonymous report. False reports will be investigated and any student found to have submitted a false report will face severe disciplinary consequences.

REPORTING PROCEDURES FOR PARENTS OR GUARDIANS OR OTHERS

If you become aware of an act of bullying or cyber-bullying, you should immediately:

- Report directly to Ms. Snow, Principal:
508-416-2252, direct line
508-416-2264, hotline
Email: ssnow@jpkeefehs.org
Email: report@jpkeefehs.org (for anonymous reports)

- Report directly to Mr. Collins, Assistant Principal/Discipline:
508-416-2260, direct line
508-416-2264, hotline
Email: kcollins@jpkeefehs.org
Email: report@jpkeefehs.org (for anonymous reports)
- Report directly to Mr. Evans, Superintendent, when the Principal or the Assistant Principal is the alleged aggressor:
508-416-2250, direct line
508-416-2264, hot line
Email: evans@jpkeefehs.org
Email: report@jpkeefehs.org (for anonymous reports)
- Report directly to School Committee or designee when the Superintendent is the alleged aggressor:
Mike Rossi
508-416-2251, direct line
508-416-2264, hot line
Email: johnkahn@aol.com
Email: report@jpkeefehs.org (for anonymous reports)
- Complete an Incident Report Form and deliver it immediately to the Main Office Switchboard, to the Guidance Office, to Ms. Snow, to Mr. Collins, or to any staff member.
The Incident Report Form is available in the Main Office, the Guidance Office, and on the school website; www.keefetech.org Click on the Bullying Prevention link
- Mail the Incident Report Form to:
Ms. Snow, Principal
Keefe Technical High School
750 Winter Street
Framingham, MA 01702
Attention: Reporting
- Speak to any teacher, coach, bus driver, cafeteria worker, administrator, aide, counselor, custodian, paraprofessional, or any other staff member.

Upon receiving your report, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will immediately begin an investigation. You can expect to be contacted during the investigation, (unless you have filed an anonymous report). The Principal and/or Assistant Principal/Discipline or Superintendent/School Committee or designee, if necessary, will determine whether or not an act of bullying has occurred and you will be informed of their findings.

II. RESPONDING TO A REPORT OF BULLYING OR RETALIATION

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 either the target’s or the aggressor’s schedule and limiting access to the target. The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal and/or Assistant Principal/Discipline or Superintendent/School Committee or designee, if necessary, 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.

The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will work with appropriate school staff to implement them immediately.

THE DISTRICT’S SAFETY PROCEDURES ARE AS FOLLOWS:

Procedures for Safety for the Target:

1. Immediately following a reported incident of bullying, the Target will be contacted by the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, to determine if the Target feels safe in his/her current schedule or environment.
2. The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will determine the Target’s level of safety.
3. In the event a Safety Plan must be implemented, the plan may include the following changes and/or options:
 - a. Additional supervision in the school corridors/common areas depending upon the location of the incidents of bullying.
 - b. Support of the Target by one or more faculty members in order to ensure a safe environment, and with whom the Target may check in.
 - c. The Plan may involve the Target leaving his/her classes before the end of the class in order to ensure safe passage through the halls.
 - d. The Plan may involve changing the Target’s academic and/or CTE schedule. This may include a change of instructors and/or shop.
 - e. The Plan may include having the Target escorted to class by a fellow student.

- f. The Plan may include a schedule of rooms and teachers who are considered a “safe” location for the Target.
 - g. The Plan may include a review of expectations in contacting the local police directly.
 - h. The Plan may include providing safety during school events: such as which administrator is in charge of the event and the conditions under which the Target should contact the administrator.
 - i. The Plan may include referral to the school psychologist.
4. The Safety Plan will be developed in concert with the Target, the Target’s parents, a guidance counselor, the school psychologist, and the Principal and/or the Assistant Principal/Discipline

Procedures for dealing with the events engaged in by the Aggressor:

1. The Aggressor will be required to have no contact with the Target.
2. The Aggressor will be subject to disciplinary consequences.
3. The Aggressor may have his/her schedule changed.
4. The Aggressor may be referred to his/her guidance counselor.
5. The Aggressor may be referred to the school psychologist.
6. The Aggressor may be assigned a faculty and/or student mentor.
7. The Aggressor may be recommended for group counseling.

2. Obligations to Notify Others

Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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

Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, has a reasonable basis to believe that criminal charges may be pursued against the Aggressor, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary deems appropriate.

If the alleged aggressor is a staff member, notice will be made to that individual in accordance with district policies and procedures, including in accordance with any applicable collective bargaining agreements. The individual will be updated periodically during the investigations and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

III. INVESTIGATION

Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will remind the alleged Aggressor, Target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, shall remind the alleged aggressor, target and witnesses of the importance of the investigation, and their obligation to be truthful.

Interviews may be conducted by the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, other staff members 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will maintain confidentiality during the investigative process. The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will consult with legal counsel about the investigation.

IV. DETERMINATIONS

The Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 will comply with applicable state and federal student records laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee designee, if necessary, cannot report specific information regarding other students to unauthorized third parties.

V. RESPONSES TO BULLYING

1. Teaching Appropriate Behavior Through Skills-building:

Upon 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, decide that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 district's code of conduct.

Disciplinary actions for staff members who are found to have committed an act of bullying or retaliation shall be in accordance with state law, any applicable collective bargaining agreements, and Keefe's policies and procedures.

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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, determine 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee, or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, 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 and/or Assistant Principal/Discipline, or Superintendent/School Committee or designee, if necessary, will work with appropriate school staff to implement them immediately.

VIII. COLLABORATION WITH FAMILIES

The Plan at South Middlesex Regional Vocational Technical School District includes strategies to engage and collaborate with students' families in order to increase the capacity of the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Parents or guardians are informed annually about the bullying prevention and intervention curricula used by the school district 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 are also 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. District-specific approaches to collaboration take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The 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. The programs will be offered in collaboration with the Keefe Regional Technical School Council, the Keefe Regional Technical Special Education Parent Advisory Council, the Keefe Regional Technical Boosters Club and through events such as Freshman Orientation, and Parent's Night.
- B. Notification requirements. Each year the 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 district will send parents written notice each year about the student-related sections of the Plan and the 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 district will post the Plan and related information on its website.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires Plans to include a statement prohibiting bullying, cyber-bullying, 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 and has been adopted by South Middlesex Regional Vocational School District.

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 to staff any non-school related activities, functions, or programs.

X. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. The district has added specific language to these definitions to clarify them, but did not alter their meaning or scope. The district has also included additional definitions that are aligned with local policies and procedures.

Aggressor is a student or a member of the school staff 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 or a member of the 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.

Bystander is a person who watches bullying happen, or who has heard about it. Bystanders rarely play a completely neutral role, although they may think they do. Some HURTFUL bystanders . . . *instigate* the bullying by prodding the bully to begin. Other bystanders . . . *encourage* the bullying by laughing, cheering, or making comments that further stimulate the bully. And other bystanders . . . *join* in the bullying once it has begun. Most bystanders . . . *passively accept* bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

HELPFUL bystanders also have the power to play a key role in preventing or stopping bullying. Some bystanders . . . *directly intervene*, by discouraging the bully, defending the victim, or redirecting the situation away from bullying. Other bystanders . . . *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

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

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

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

Safe Person is any person with whom the Target feels comfortable, and who has been designated a Safe Person by the Principal and/or Assistant Principal/Discipline, to assist and support the Target during the time the Safety Plan is in effect. A Safe Person may be someone with whom the students checks in periodically during the day, in whose room the Target feels safe, or with whom the students checks in at a school-sponsored event.

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.

XI. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity or sexual orientation. Nothing in the Plan prevents the 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 district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, the student handbook or local school or district policies and procedures in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX A

INCIDENT REPORT FORM

Keefe Technical School 750 Winter Street Framingham, MA 01702
508-416-2100

To report an incident, please complete this form and return it to Mr. Collins/Assistant Principal-Discipline, Ms. Snow, principal, or the Main Office switchboard 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. The Principal or Assistant Principal/Discipline will investigate the incident and determine if bullying has occurred. To make this an anonymous report, do not provide your name or sign the form. No student accused of bullying will be disciplined solely on the basis of an anonymous report.

Your Name:	Circle One: I am a student I am a staff member I am a parent
Circle One: I am the target I am a witness I am aware of the incident	Day, Date, and Time of Incident:
Location of Incident: Please be specific. If it occurred in school, where exactly? (cafeteria, class, shop, hallway) If it occurred out of school, where exactly? (on the bus, at a school sponsored event, at a home)	
Students/School Staff Involved in Incident: If you do not know the names of the students/School Staff, please provide a physical description or other helpful identifying information. Target(s) Name/Description: Aggressor(s) Name/Description	
Witnesses to Incident: List all persons you believe witnessed the incident.	
Does the incident involve the use of electronic communication? (for example: phone calls, email, texts, Facebook, My Space, Gaming) Yes or No	
Describe the incident in detail: _____ _____ _____ _____ _____ _____ _____	
Do you have any material to support your description such as copies of emails, pictures, or texts? Y or N If yes, what?	
Is this the first time you have reported an incident involving these students School Staff? Y or N	

PRINT YOUR NAME

SIGN YOUR NAME

DATE

To complete this report anonymously, do not print or sign your name

APPENDIX B

COMMUNITY RESOURCE LIST

BROAD COMMUNITY AGENCIES:

Wayside Youth Services Counseling Center	Framingham (open after 3:00 p.m.)	508-879-9800 508-620-0010
Advocates Psychiatric Emergency Services	Framingham/Marlboro Sarah Trongone	508-935-0769 508-872-3333
SMOC Counseling Program	Framingham/Marlboro Jim Cuddy	508-879-2250
MetroWest Latino American Center David Melendez	Framingham	

STATE AGENCIES:

Department of Children & Families	Framingham	508-424-0100
Department of Mental Health Ellen Offeral	Westboro	508-616-2100
Mass. Rehab Contact: Ted Rosenberg or Janice Ngau	Natick	508-651-7531
Department of Mental Retardation Contact: Stacy Mott	Framingham (X688 Coordinator)	508-879-1111
Framingham Juvenile Court Probation Officer: Tim Scaggs		508-879-3561

HEALTH SERVICES:

MetroWest Medical Center Contact: Adolescent Gyn Clinic	Framingham Sue Mahoney, RN	508-383-1130 508-383-1146
Women's Protective Services Voices Against Violence	Christine Brown	508-626-8686
Psychiatric Day Treatment MetroWest Partial Director: Kathy Natale	Natick	508-650-7380
Wayside Day Center Director: Stacy Friedan	Framingham	508-879-9800
Smoking Cessation Phone: Mass Quitline	Wayside Youth Services 800-879-8678	508-875-1348 www.trytostop.org
Alcohol & Drug Use Bill Phillips Anne Drouilhet, LICSW Genesis Counseling Service Substance Abuse and/or Anger Management	New Beginnings	508-416-2115 508-877-3660 508-620-2992
Teen AA Meetings TSDD (Men) Updates from: www.nbprograms.com	41 Clinton St. 40 California Ave.	Thursday 7:30-9:00 p.m. Monday 8:00 -9:30 p.m.

