



We Are NM

North Middlesex Regional School District Bullying Prevention & Intervention Plan 2026-2028

Should you need this information translated, please contact the principal of your child's school.

En caso de necesitar esta información traducida, por favor comuníquese con el director de la escuela de su hijo. 如果您需要翻譯此資訊,請與您孩子的校長聯繫

Rúguǒ nín xūyào zhèxiē xīnxi fānyì, qǐng liánxì nín háizi de xuéxiào de jiàozhǎng.

The North Middlesex Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, national origin, sex, religion, gender identity, sexual orientation, disability, immigration or citizenship status, homelessness, or age.

The NMRSD SC Policy on Bullying Prevention JICFB can be found [here](#).

TABLE OF CONTENTS

I. PROHIBITION AGAINST BULLYING AND RETALIATION	3
II. DEFINITIONS	3
III. LEADERSHIP	4
IV. TRAINING AND PROFESSIONAL DEVELOPMENT	5
V. ACCESS TO RESOURCES AND SERVICES	6
VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES	8
VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION	9
VIII. COLLABORATION WITH FAMILIES	14
IX. RELATIONSHIP TO OTHER LAWS	15
X. COLLABORATION WITH LAW ENFORCEMENT	15
APPENDIX A	16
Chinese Translators/psychologists	16
DESE – Office of Language Acquisition and Academic Achievement	16
Fax. 781 338-3318	16
APPENDIX B	18
LIST OF SCHOOLS AND TELEPHONE NUMBERS	18
APPENDIX C	19
SUMMARY FOR HANDBOOKS	19
APPENDIX D	22
Date(s) of the Incident(s) or Behaviors:	23
SIGNATURE OF PERSON FILING THIS REPORT	26

I. PROHIBITION AGAINST BULLYING AND RETALIATION

- A. Acts of bullying, which include cyberbullying, 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, infringe on the rights of the target at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- B. 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.
- C. 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.

II. DEFINITIONS

Aggressor or Perpetrator is a student or a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students or a member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school;
- materially and substantially disrupts the education process or the orderly operation of a school; or
- bullying as defined herein shall also include cyberbullying.

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.

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

III. LEADERSHIP

A. As required by M.G.L. c. 71, § 37O, this Plan is shared with stakeholders via meetings, publication, online posting, mailings, and public presentations, which include teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. This Plan has been developed, will be adhered to, and will be biennially updated in consultation with all district staff, community representatives, local law enforcement agencies, students, parents, and guardians by providing notice and a public comment period before being adopted by the School Committee.

B. Assessing needs and resources:

In developing this Plan, school leaders, with input from staff, assessed the adequacy of current programs; reviewed current policies and procedures; available data on bullying and behavioral incidents; and assessed available resources, including curricula, training programs, and behavioral health services. These resources are routinely analyzed and assessed on an ongoing basis.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education (“DESE”) in the form and manner established by DESE. Reported data will include: the number of reported allegations of bullying or retaliation, the number and nature of substantiated incidents, the number of students disciplined, and any other information required by DESE. The Principal or designee will be responsible for overseeing the collection, maintenance, and reporting of such data. Additionally, at least once every four years, the District will administer the DESE student survey. The Principal or designee will be responsible for verifying completion of the DESE student survey and will forward completed surveys to the DESE.

C. Planning and oversight:

The building principal or their designee is responsible for the implementation and oversight of the Plan.

D. Priority Statement

The North Middlesex Regional School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The North Middlesex Regional School District is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, with actual or perceived differentiating characteristics, including, race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics may be more vulnerable to becoming targets of bullying or harassment. The North Middlesex Regional School District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying or harassment.

The District will promptly investigate all reports of bullying, cyberbullying, and retaliation. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the North Middlesex Regional School District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. Each principal or principal’s designee is responsible for the implementation and oversight of the Plan in their building. If there is a report of bullying involving the principal, or their designee, 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.

This Plan provides the same protections to all students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals. Because the Plan is applicable to members of the school staff, a student may file a bullying complaint against a staff member.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual staff training on the Plan will include:
 - 1. Staff duties under the Plan
 - 2. An overview of the steps the principal or designee will follow upon receipt of a suspected report of bullying or retaliation
 - 3. An overview of the bullying prevention curricula to be offered at all grades throughout the school or district
 - 4. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years
- B. Ongoing professional development.

The goal of professional development is to establish a common understanding of tools

necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

1. developmentally (or age) appropriate strategies to prevent bullying
2. developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents
3. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
4. 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
5. information on the incidence and nature of cyberbullying
6. internet safety issues as they relate to cyberbullying
7. ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs), with a particular focus on the needs of students with a disability on the autism spectrum or students whose disability affects social skills development

Additional areas identified by the school for professional development include:

1. promoting and modeling the use of respectful language
2. fostering an understanding of and respect for diversity and difference
3. building relationships and communicating with families
4. constructively managing classroom behaviors
5. using positive behavioral intervention strategies
6. applying constructive disciplinary practices
7. teaching students skills, including positive communication, anger management, and empathy for others
8. engaging students in school or classroom planning and decision-making
9. maintaining a safe and caring classroom for all students

C. Written notice to staff:

The North Middlesex Regional School 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 district employee handbook and the code of conduct.

V. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources:

Staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services:

Staff
Building Administrators
Instructional Staff
Non-instructional staff (Custodians, secretaries, bus drivers, food service)

School Guidance/Adjustment Counselors and Social Workers (Counseling Staff)
School Nurses
School Psychologists
Speech and Language Pathologists (Social Pragmatic Skills for Students who receive special education or 504 services)
Early Childhood Intervention Program Coordinator
Programs/ Activities related to social programming, creating a safe and inclusive learning environment, and being respectful of individual differences
Massachusetts Aggression Reduction Center (MARC) K-12 Evidence-Based Curriculum
Responsive Classroom model training for teachers
Character Counts
High School/ Middle School Required Physical Education and Health Courses: • Principles of Health • Yoga: Mind and Body Connection • Competitive Team Sports • Comprehensive Health
High School Social Studies Courses: • Contemporary • Introduction Into Sociology and Psychology
High School Community Service Learning Program
NMRSD Gay Straight Alliance
NM Community Outreach Program
North Middlesex Theatre
Best Buddies
Senior Sidekicks
Annual Special Olympics Programs
Building-based Student Councils (Upper Elementary, Middle and High School)
CLICK (Middle School Good Citizenship program)
"Mix It Up Day"
Social Skills Groups led by Guidance Counselors
Guidance Lunch Groups
Guidance Developmental Classroom Education
Freshman Orientation
Leaders International Club
Individual Student Support Team (ISST) meetings (Child Study Groups)
Special Education Parent Advisory Council (SEPAC)
Community Reading Days (Elementary)
Athletic Department Coaches Training (High School and Middle School)
Rachel's Challenge- Programming meant to quell violence and bullying (Middle and High School)
Student Ambassadors
Caught Being Kind: School-Wide Incentive Program
"Balance of Power" (Multimedia presentation promoting positive environments)

B. Counseling and other services

- a. As part of the District Curriculum Accommodation Plan (DCAP), all NM students have access to a counselor(s) in their building daily

C. Availability of culturally and linguistically appropriate resources outside the District. The District maintains a list of translation services and interpreter services for building administrators to access. (See Appendix A)

D. Linkages with community-based organizations: The District will, as appropriate,

collaborate with its own counselors, as well as community-based service providers, to provide counseling or referral to appropriate services for aggressors, targets, and appropriate family members of said students. Counseling opportunities are available to all students, regardless of their status under the law. Examples of these include but are not limited to:

- a. Luk, Inc. Herbert Lipton Center
- b. Children's Medical Center at UMASS Memorial
- c. Care Solace Inc.

E. 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.

F. Referral to outside services

The referral protocol for students and families to outside services is handled by contacting the school social worker.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

1. Bullying prevention curricula will be informed by current research, which, among other things, emphasizes the following approaches:
 - using scripts and role plays to develop skills
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
 - enhancing students' skills for engaging in healthy relationships and respectful communications
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference
2. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan via class meetings, classroom instruction, and the student handbook in an age-appropriate manner. The Plan will also be posted on the website.

B. General teaching approaches that support bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

1. setting clear expectations for students and establishing school and classroom routines
2. creating safe school and classroom environments for all students regardless of legal status, including for students or student groups, actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics
3. using appropriate and positive responses and reinforcement, even when students require discipline
4. using positive behavioral supports
5. encouraging adults to develop positive relationships with students
6. modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
7. 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
8. using the Internet safely
9. supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

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

1. Reporting bullying or retaliation:
 - a. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, to the principal or designee and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by the principal or designee.
 - b. A school staff member is required to report immediately to the principal or designee any instance of suspected bullying or retaliation the staff member becomes aware of or witnesses.
 - c. 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 policies and procedures for behavior management and discipline.
 - d. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously. Any report made anonymously will be investigated; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous complaint.
 - a. The District will make a variety of reporting resources available to the school community, including, but not limited to, an Incident Reporting Form, a dedicated mailing address, a list of telephone numbers, and an email address (Appendix B). Anyone may make a report of a behavior or activity that is believed to be bullying, including cyberbullying or retaliation, to the principal or designee.
 - b. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians and will be available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or

designee.

- c. The Incident Reporting Form will also be posted on the school's website.
- e. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided with practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, the principal or designee, or the Superintendent or designee when the principal or assistant principal is the alleged aggressor.

Nothing in this Plan shall be construed to limit an individual's ability to call 911 where a threat to the safety of a student and/or other individuals is present. If there is concern about anyone's immediate safety, please call 911 first, then notify an administrator. Nothing in this Plan prevents an individual from reporting a crime to the police. Nothing in this Plan prohibits an individual from exercising their responsibilities as a mandated reporter under M.G.L. c. 119, sec. 51A, and nothing in this Plan shall be used to deter an individual from reporting neglect or abuse to the appropriate state agency.

2. Written Notice of Policies for Reporting Acts of Bullying and Retaliation

- a. At the beginning of each school year, the District will provide the school community, including but not limited to administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation
- b. 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 and district website, and information about the Plan will be made available to parents or guardians

3. Responding to a report of bullying or retaliation.

After making a preliminary determination that the facts as alleged, if true, would meet the statutory definition of bullying or retaliation, the principal or designee will promptly commence an investigation.

- a. Safety
 - i. 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.
 - ii. Responses to promote safety may include, but not be limited to,
 - i. creating a personal safety plan
 - ii. pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus
 - iii. identifying a staff member who will act as a "safe person" for the alleged target
 - iv. altering the alleged aggressor's schedule and access to the alleged target

- v. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary
 - a. 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.
 - b. Student safety planning procedures will be implemented as per the school protocols.
- 4. Other steps to promote safety may be taken, as appropriate, if the alleged aggressor is a staff member.
 - i. Investigation
 - a. 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.
 - b. During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.
 - c. The principal or designee will remind the alleged aggressor, alleged target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
 - d. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate.
 - e. The principal or designee will maintain confidentiality during the investigative process to the extent permissible by law.
 - f. The principal or designee will maintain a written record of the investigation.
 - g. Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.
 - h. When a report of bullying involves the principal or the assistant principal, 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 target. 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 target.
- 5. Determinations
 - 1. The principal or designee will make a determination as to whether the preponderance of the evidence supports a finding that bullying occurred.
 - 2. If, after the investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and

to ensure that the target is not restricted from participating in school activities.

3. 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.
4. Depending upon the circumstances, the principal or designee may consult with the student's teacher(s), 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.
5. Notice of the Outcome of the Investigation
 - a. **Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee shall promptly notify the parents or guardians of the target and the aggressor. The principal or designee may, but is not required to, contact parents or guardians prior to a determination. Notice will be consistent with federal and state laws and regulations, including, but not limited to, 603 CMR 49.00. To this end, generally, a principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child. Notice for the victim's parents/guardians shall include the following information about the Department of Elementary and Secondary Education's (DESE's) Problem Resolution System (PRS) and the process for seeking assistance or filing a PRS claim: *Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the District may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>; emails can be sent to compliance@doe.mass.edu, or individuals can call 781-338-3700.*
 - 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 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.** Prior to the first day of school, the Superintendent or designee shall communicate with the police chief or designee regarding notices of bullying. 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 the behavior is in violation of the law, 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 the behavior is in violation of the law. In making this determination, the principal will consult with the local law enforcement agency and other individuals the principal or designee deems appropriate, consistent with the Plan and with

applicable district policies and procedures. The Principal is not required to report allegations or determinations of bullying or retaliation to law enforcement if such situations can be handled appropriately within the school. In deciding whether to notify law enforcement, the Principal may consult with the school's resource officer and any other individual deemed appropriate by the Principal.

- d. **Notice to Other Parties Regarding Health and Safety of Student.** The Principal may disclose student record information about a target or aggressor to appropriate parties, including law enforcement, if knowledge of the information is necessary to protect the health or safety of the student or other individual. This is limited to instances in which the Principal has determined that there is an immediate and significant threat to the health or safety of the student or other individual(s), and is limited to the period of the emergency. Any of these disclosures must be documented by the Principal, including the reasons that the Principal determined that a health or safety emergency existed.
- e. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law M.G.L. c. 71, § 37O(d)(2)(v) requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the principal or designee may consider include, but are limited to:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum
- 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 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 plans to include a focus on developing specific social skills;
- making a referral for evaluation; and
- providing counseling or referral to appropriate services for aggressors and targets, and for appropriate family members of said students, regardless of their status under the law.

2. Taking Disciplinary Action

- a. 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 District's code of conduct.
- b. Discipline procedures for students with disabilities are also governed by the federal Individuals with Disabilities Education Act (IDEA),

which should be read in conjunction with state laws regarding student discipline.

- c. 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.
- d. Discipline procedures for staff members will be consistent with applicable District policies and procedures.

3. Promoting Safety for the Target and Others

- a. 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.
- b. 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.

VIII. COLLABORATION WITH FAMILIES

A. Parent education and resources.

1. 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 or school.
2. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
3. Parent presentations will be recorded and aired on the local cable community access channel, copied onto DVD, and posted on the website for parents to view.
4. Copies of the DVD and accompanying written material will be placed in each school library parent section and made available to local public libraries.

B. Notification requirements.

1. Each year, the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula being used.
2. This notice will include information about the dynamics of bullying, cyberbullying, and online safety, and how parents/guardians can reinforce the curricula at home and support the school or district plan.
3. The school will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy.
4. All notices and information made available to parents, guardians, and students will be in hard copy and electronic formats. They will be available in the language(s) primary among parents or guardians.
5. The school or district will post the Plan and related information on its

website.

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, gender identity, religion, national origin, sexual orientation, immigration or citizenship status, homelessness, disability, or protected by state or federal law, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. If the alleged conduct is on the basis of a protected class (i.e., race, gender, disability, etc.), the alleged conduct should be addressed in a manner consistent with the District's Civil Rights Grievance Procedures.

- A. 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, 37H ½, or 37H ¾, 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.

X. COLLABORATION WITH LAW ENFORCEMENT

- A. The North Middlesex Regional School District has a current Memorandum of Understanding with the Ashby, Townsend, and Pepperell Police Departments and the Middlesex County District Attorney.
- B. The District will review and update the Memorandum of Understanding periodically.
- C. The statutes and regulations imply that the administrators will have basic knowledge of the possible criminal statutes that may be in play in a case of bullying. Principals are encouraged to seek advice from local law enforcement officials if there is a question regarding an infraction of a law.

APPENDIX A

TRANSLATION SERVICES CONTACT LIST

Chinese Translators/psychologists

Joy Chen Yu Lewis (Holden) (psychologist)
508 829-7626 (home)
508 579-9204 (cell)

Dr. Xin (*shing*)
617 521-6782

Alice Li
781 259-3410

DESE – Office of Language Acquisition and Academic Achievement

Nyal Francisco Fuentes - Now in the CCR dept
Tel. 781 338-3593
Fax. 781 338-3318

Language School Int., Inc.

179 Great Road
Acton, MA
Tel. 978 263-0328
Fax 978 264-9552

Translation Center, University of Massachusetts at Amherst

Offers translation and interpretation services in more than 60 languages. Many translators are full-time language teachers. Services also include web page translation, video voice-overs, multilingual word processing, and design. Site includes rates. Documents up to five pages can usually be returned within 48 hours. Documents up to twenty pages can be returned within five working days.
www.umass.edu/transcen/

Catholic Charitable Bureau of the Archdiocese of Boston, Inc.

Provides interpreting services to state and private agencies. No translation services provided.
270 Washington St.
Somerville, MA 02143
617 625-1920 ext. 204

Cambridge Translation Resources, Inc.

A unit of Language for Industry, a provider of web-based services primarily for the business community.
186 South St.
Boston, MA 02111
617 451-1233 <https://mbbnet.ahc.umn.edu/www/ctr.html>

Cross Cultural Communication Systems, Inc.

Provides translation and interpreting services in more than 40 languages in the areas of health, education, legal, business, and human services. Other services include language classes and consultation to promote cultural competency.
<https://embracingculture.com/>
P.O. Box 860

Winchester, MA 01890
781 729-3736

Latino Health Institute, Inc.

A major Latino public health organization that provides translation of documents from English to Spanish and vice versa. Has experience with health, social service, and education agencies.

95 Berkeley St.
Boston, MA 02116
617 350-6900
www.lhi.org

Peritus Precision Translations, Inc.

Offers translation services in more than 30 languages using certified, native speakers who are selected for assignments based on direct experience within a subject area.

201 Center Hill Road, Suite A
Plymouth, MA 02360
508 224-8361 <https://www.peritusls.com/>

Multicultural Community Service of the Pioneer Valley

1000 Wilbraham Road
Springfield, MA 01109
413 782-2500

Somali Development Center, Inc.

205 Green St.
Jamaica Plain, MA 02180
617 522-0700

MAPA Translations & Language School

Drita Protopapa, MA, MPH
302 Union Ave, Ste. 100
Framingham, MA 01702
508 309-6309
www.mapatranslation.com
drita@mapatranslation.com

Client Services Administrator Pacific Interpreters

Kristin Tryba
520 SW Yamhill STE 320
Portland, OR 97204
503 445.5652 direct
503 296.5626 fax

APPENDIX B**LIST OF SCHOOLS AND TELEPHONE NUMBERS**

SCHOOL	ADDRESS	PHONE	PRINCIPAL
Hawthorne Brook Middle School	64 Brookline Street, Townsend, MA 01469	978 597-6914	Ms. Chantele Olmstead
Nissitissit Middle School	33 Chace Avenue, Pepperell, MA 01463	978 433-0114	Ms. Lauren Young
North Middlesex Regional High School	19 Main Street, Townsend, MA 01469	978 597-8721	Ms. Laurie Smith
Spaulding Memorial School	1 Whitcomb Street, Townsend, MA 01469	978 597-0380	Ms. Kate Guziejka
Squannacook Early Childhood Center	66 Brookline Street, Townsend, MA 01469	978-597-3085	Ms. Lisa Comeau
Varnum Brook Elementary School	10 Hollis Street, Pepperell, MA 01463	978 433-6722	Ms. Ami Dolan
North Middlesex Regional School District	19 Main Street, Townsend, MA 01469	978-597-8713	Mr. Brad Morgan, Superintendent of Schools

APPENDIX C

SUMMARY FOR HANDBOOKS

Anti-Bullying Law: Reporting, Investigation, and Notification of Bullying or Retaliation and Confidentiality of Student Record Information

I. Purpose:

Bullying, which includes cyberbullying, and retaliation against a person who reports bullying, who provides information during an investigation about bullying, or who has reliable information about bullying, or against witnesses, is prohibited. North Middlesex Regional School District has a written Bullying Prevention and Intervention Plan and school committee policy to address the requirements of the Anti-Bullying Law. It may be accessed electronically, on the district and school websites, by hard copy in each school, at Central Office, and in the public library in the towns of Ashby, Townsend, and Pepperell.

II. Definitions and Terms:

Aggressor or Perpetrator is a student or a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students or a member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school;
- materially and substantially disrupts the education process or the orderly operation of a school; or
- bullying as defined herein shall also include cyberbullying.

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.

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

III. Reporting, Investigation, and Notification

Staff

A staff member will immediately report to the principal or designee when he/she witnesses or becomes aware of conduct that may constitute 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. Staff may use the Initial Referral Form to report this conduct.

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 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.

Reports may be made orally or in writing. 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.

Principal

When receiving a report of bullying or retaliation, the principal or their designee will promptly respond to the incident and carry out an investigation.

Parents

The principal or designee will notify the parent of the alleged victim and the alleged perpetrator of a report of bullying or retaliation and of the school's procedures for investigating the report; and inform the parent of a victim of bullying or retaliation of actions that school officials will take to prevent further acts of bullying or retaliation.

Law Enforcement

Upon reviewing the report of the investigation, the principal will decide whether to notify the police of the reported incident. The decision to notify the police is based on a reasonable belief that the incident may result in criminal charges against the alleged perpetrator. If the principal decides to notify the police, they will document the reasons and immediately make a notification.

If the principal decides not to notify the police, or the police determine that its involvement is not necessary under the circumstances, the principal shall respond to the incident of bullying or retaliation with appropriate disciplinary action. If the principal subsequently determines facts that cause them to believe that the perpetrator's conduct may be criminal, the principal shall then notify the police.

In either case, nothing in the anti-bullying law shall prevent the principal from taking appropriate disciplinary or other action pursuant to school policy and state law related to the incident.

IV. Confidentiality of Records

Parents

A principal may not disclose to a parent any student record information regarding an alleged victim or perpetrator who is a student and who is not the parent's child unless it involves a "stay away" order or other directive that each student must be aware of in order to comply.

Law Enforcement

A principal may disclose a report of bullying or retaliation to police without the consent of a student or their parent. The principal shall communicate with law enforcement officials in a manner that protects the privacy of victims, student witnesses, and perpetrators to the extent practicable under the circumstances.

Additional Authorities

A principal may disclose student record information about a victim or perpetrator to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

V. Regulatory Authority:

603 CMR 49.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 71, § 37O, as added by Chapter 92 of the Acts of 2010.
Student Confidentiality Laws: 603 CMR 23.07(e) and 34 CFR 99.31(10) and 99.36

APPENDIX D



REPORTING AN INCIDENT THAT MAY BE CONSIDERED BULLYING, HARASSMENT or DISCRIMINATION

REPORTER INFORMATION

Last Name

First Name

☐ ANONYMOUS

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

I am the:

My Role is:

☐ Target/Victim of the behavior

☐ Student

☐ Witness (and not the target)

☐ Staff Member

☐ Other: _____

☐ Administrator

☐ Parent/Caretaker/Family Member

☐ Other _____

My Best Contact Information is:

(_____) _____ - _____

Phone Number

Email Address

If student, state your school: _____

If staff member, state your school or worksite: _____

INFORMATION ABOUT THE ALLEGED INCIDENT/BEHAVIOR

Date(s) of the Incident(s) or Behaviors:

____/____/____ through ____/____/____ or PRESENT

Month / Day / Year

Month / Day / Year

If specific date information is not known, please describe the time frame (e.g. before around Halloween - Thanksgiving Break, etc.):

Time(s) of the Incident(s)/ Behaviors:

If specific time(s) is not known, please describe the time frame (e.g., before school, after school, lunch, etc.):

Location(s) of the Incident(s) or Behaviors:

Target(s)/Victim(s): *Who was the student that may have been impacted, harmed or injured?*

Last Name	First Name	Grade/School

Alleged Aggressor(s)/Perpetrator(s): *An aggressor is a student or member of a school staff.*

Last Name	First Name	Student	Staff	School

Witness(es)/Bystander(s): *List people who saw the incident(s) and/or people you believe may have helpful information about what is reported to have happened.*

Last Name	First Name	Student	Staff	Other

Describe the Incident(s)/Behavior

Describe the details of the incident(s), behavior(s) and/ or action(s) in detail:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SIGNATURE OF PERSON FILING THIS REPORT

*You are certifying under the penalty of perjury that the information provided herein is true and complete to the best of your knowledge.
NOTE: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.*

Print Name

Signature

Date

Please provide the completed report to building administration (Principal or Assistant Principal) upon completion.

FOR OFFICE USE ONLY

RECEIVED BY (Initials): _____ **DATE:** _____