

WRENTHAM PUBLIC SCHOOLS
120 Taunton Street
Wrentham, MA, 02093



Bullying Prevention and Intervention Plan

Adopted by the Wrentham School Committee, 2010
Updated 2018

Wrentham Public Schools used the *Model Bullying Prevention and Intervention Plan* created by the Department of Elementary and Secondary Education as the template for this plan.

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LEADERSHIP

STATEMENT OF PURPOSE

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying. The district is committed to working with students, faculty and staff members, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

Priority Statements

In keeping with our vision, mission, and core values, Wrentham Public Schools articulates the following priority statements:

- The district expects all members of the school community to treat each other in a civil manner and with respect for differences.
- The district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that people may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.
- The district will not tolerate any unlawful or disruptive behavior. This included any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. We will support this commitment in all aspects of our district community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the Plan was developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, parents, and guardians. A public comment period was posted prior to the adoption by the Wrentham School Committee.

Assessing Needs and Resources

This Plan serves as the blueprint for Wrentham Public Schools to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This review process assisted the schools and district in identifying resource gaps and the most significant areas of need.

At least every four years, the district will distribute a survey about school climate and school safety issues to stakeholders. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including professional development, age-appropriate curricula, and in-school support services.

Planning and Oversight

In consultation with stakeholders, Wrentham Public Schools has established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged 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 victim.

The building principals or designees will be responsible for the following tasks under the Plan:

- Receiving reports on bullying;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and to measure improved outcomes;
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- Implementing the ongoing professional development that is required by the law;
- Identifying supports that respond to the needs of targets and aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Amending student and staff handbooks and codes of conduct;
- Leading the parent or family engagement efforts and drafting parent information materials.

The Leadership Team, with input from other stakeholders as appropriate, will be responsible for reviewing and updating the plan biennially, or more frequently if needed. All staff members are responsible for reporting suspected bullying.

TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Staff Training on the Plan

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

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 professional development will be informed by research and will include information on:

- Developmentally (or age-) appropriate strategies to prevent bullying;
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;

- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

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

Additional areas identified by the district for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making;
- Maintaining a safe and caring classroom for all students; and
- Engaging those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct.

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

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. Our plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

Identifying Resources

Each year, the district reviews staffing through the budget process and evaluates programs that support the creation of positive school environments by focusing on early interventions and intensive services. The principals lead the Social Emotional Learning (SEL) Committee. The SEL Committee is comprised of staff and

parent representatives. The purpose of the SEL Committee is to identify strategies for promoting positive school cultures and addressing inappropriate behaviors. As a result of the SEL Committee's work, several prosocial initiatives have been implemented. For example, all classroom teachers have a morning meeting (Responsive Classroom), the district uses a common language and signal called "Three R's" (Are you Respectful? Responsible? Ready to learn?), and staff participate in book groups to discuss positive school culture, such as *Lost at School* by Ross Greene and *The Power of our Words* by Paula Denton. The SEL Committee is a permanent group that will continue to support emotional health in the district.

Counseling and Other Services

Both schools in the district have school adjustment counselors and school psychologists available to students, families, and staff. They work with students, staff, and families to support mental health and positive school culture. They provide students with behavior plans, social skills groups, and individual support. They also work with Community Service Agencies (CSAs). There is a list of CSAs in Appendix C.

Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Referral to Outside Services

Our principals and mental health team are trained to provide families with referrals to outside resources. They routinely evaluate referral protocols and revise when necessary.

There is a list of Community Service Agencies (CSAs) in Appendix C.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific Bullying Prevention Approaches

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

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

Students learn about the relevant sections of the Plan in school in several ways. They participate in Responsive Classroom in all grades, DARE in grades 4 and 6, computer lab with explicit conversations about cyber-safety in all grades, and health class to learn about healthy relationships in all grades. This is supplemented by guest speakers and performances about positive school culture.

General Teaching Approaches that Support Bullying Prevention Efforts

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

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

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Dedicated Mailing Address

Bully Report
c/o Superintendent's Office
Wrentham Public Schools
120 Taunton Street
Wrentham, MA 02093

Dedicated Email Address

bullyreport@wrenthamschools.org

Dedicated Voice Mailbox

508-384-5430 x 3

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

or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in handbook, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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 or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

Responding to a Report of Bullying or Retaliation – Allegations of Bullying by a Student

- *Safety:* Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
- *Obligations to Notify Others:*
 - a. Notice to Parents or Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student

aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- b. Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigation

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably

calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

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

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Responses to Bullying

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

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

Taking Disciplinary Action

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

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

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

Promoting Safety for the Target and Others

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

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

Responding to a Report of Bullying by School Staff

The principal or designee, or superintendent or designee if the principal is being investigated, will investigate reports of bullying by staff. 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. The principal or designee will notify the parent or guardian of the target to explain the bullying report, measures taken to ensure student safety, plan for investigating, and outcome of the investigation. The district expects the alleged aggressor, target, and witnesses to be truthful. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

COLLABORATION WITH FAMILIES

The district is committed to partnering with students' families to promote a positive and safe district culture.

Parent Education and Resources

The district offers education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs are offered in collaboration with the PTO, School Council, Special Education Parent Advisory Council, and/or similar organizations.

Notification Requirements

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curriculum 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 school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians and will be translated into other languages based on the needs of the students' families. The district will post the Plan and related information on its website.

PROHIBITION AGAINST BULLYING AND RETALIATION

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.

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

PROBLEM RESOLUTION SYSTEM

Any parent 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 <https://www.doe.mass.edu/psm/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's Office.

DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

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

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

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

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying,

provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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

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

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Appendix A: School Committee Policy

Bullying and Cyberbullying

Students are prohibited from engaging in any form of harassment, intimidation, or bullying of other students or staff members. Harassment or bullying can take many forms, including physical actions, verbal taunts or threats, written or electronic communications, or internet postings or communications, made either directly to the individual, or made to others about the individual. These actions are prohibited where they have the effect of physically or emotionally harming another individual, interfering with another student's education, threatening the overall educational environment, and/or disrupting the operation of school.

Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result no student or employee shall be subjected to harassment, intimidation, bullying, or cyberbullying in any public educational institute:

1. "Bullying and cyberbullying" means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:
 - a. that are being offered through the school district; or
 - b. during any education program or activity; or
 - c. while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school sanctioned events; or
 - d. through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
2. As used in this Section, "electronics communication" means any communication through an electronic device including a telephone, cellular telephone, computer, or pager. Students should be aware that internet communications, including communications on social networking websites and blogs, may still violate this policy even when they are made using a student's private computer outside of school hours.
3. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal of each building will be responsible for handling all complaints by students alleging harassment, including bullying.

The superintendent will develop administrative guidelines and procedures for the implementation of this policy.

Appendix B: Bullying Incident Report

WRENTHAM PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _

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

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

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

☐ Parent ☐ Administrator ☐ Other (specify) _

Your contact information/telephone number: _____

4. If student, state your school: _ Grade

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

6. Information about the Incident:

Name of Target (of behavior): _

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

Date(s) of Incident(s): _

Time When Incident(s) Occurred: _

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

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

Name: _ Student Staff Other _

Name: _ Student Staff Other _

Name: _ Student Staff Other

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

9. Signature of Person Filing this Report: _____

FOR ADMINISTRATIVE USE ONLY

10: Form Given to: _____ (Administrator)

Appendix C: Counseling and Supportive Community Resources

Wrentham Public Schools does not endorse any of the following providers. The list is intended as a reference for families.

Academy of Physical and Social Development, Newton 617-969-2202

Adult and Child Counseling Assoc., 966A Park St., Stoughton 781-341-0923

Alliance for the Mentally Ill, East Walpole 508-668-2941

Arbour Counseling Services, 38 Pond St., Franklin 508-528-6037

ATR Counseling, 399 Neponset St., Canton 781-828-3717

Bay State Counseling, 169 Main St., Medway 508-533-6145

Bellingham Counseling Assoc., 15 Main St., Bellingham 508-966-4002

Bereavement Support Groups, (children and adults), Attleboro Community Visiting Nurses 508-222-0118

Bridgewater Psychological Associates, 63 Main St., Bridgewater, MA 508-697-9722

Cambridge & Needham Counseling, 605 Great Plain Ave., Needham 781-449-7721

Caritas Norwood Hospital, psychiatric unit/crisis team 800-331-2900

Casolaro, Steven (psychologist), Norwood 781-762-0880

Center for Community Counseling and Education, 32 Common St., Walpole 508-668-3223

Child and Family Psychological Services, Inc, Norwood 781-551-0999

Counseling for Today's Issues, 15 Boston-Providence Tpke, Norwood 781-440-6644

Dana Group of Norwood and Needham 781-449-1143

Delta Associates, Attleboro and Providence 401-421-1405

Dept of Child and Family Services (DCF), Arlington Office 781-641-8500

Family Counseling Services, 9E Central St., Franklin 508-520-8515

Family Loss Project, Framingham 508-877-3660

Family Service of Norfolk County, 18 Norfolk St., Dedham 781-326-0400

Haines, Carolyn (psychologist), Medway 508-533-3530

Integrated Psychotherapy, 31 Hastings St., Mendon, MA 01756 508-473-1200

Lacasse, Elizabeth, Clinical Social Worker (LICSW) Plainville (508) 789-6340

Klein, Wayne, PhD., Family Neuropsychology, 741 Pond St. Franklin, MA 508- 512-9166

Associates, Drs. Shuman and Rishikof, (mothers, children/family issues) Norfolk 508-553-9703

Margolin, Andrew (psychologist) (Autism/Aspergers, social skill groups), Foxboro 781-7715967

May Counseling Center, 95 West St. Walpole 508-668-4592

Medway Counseling Service, 89 Main St., Ste 101, Medway 508-533-3700

Merriam, Debbie (psychologist), (specialty: NLD and ADHD), Medfield 598-359-2710

McCormick, Jason (psychologist) (neuropsychological testing) 617-641-0900 ext. 39

Neponset Valley Counseling Center, 32 Baker St., Foxboro 508-543-8888

Norfolk Counseling Service, 34 School St., Foxboro 508-543-3411

Northfield Counseling Assoc., 5 W Mill St., Medfield 508-359-6631

Robinson, Randall (psychologist), 420 Main St., Walpole 508-668-5254

Riverside Crisis Team, 24 hour crisis intervention, 800-529-5077

Sage Counseling, Alan Dimson-Doyle, LICSW, (children, couples, families), Foxboro 781-989-4779

South Bay Mental Health Center, Attleboro 508-222-7525

The Psychological Counseling Center, 52 Guild St., Norwood 781-762-8807

Therapeutic Gym Program, May Center, Norwood 781-762-6592

Versacare Child and Family Services, Attleboro 508-222-7572

Vorpahl Psychology Assoc., 258 Main St., Ste 5, Medfield 508-242-9666

West Central Family Counseling, 36 W. Central St., Franklin 508-528-2340

Westwood Lodge Psychiatric Hospital, (24 hr. evaluation, triage, admission) 800-222-2237