

# **Athol-Royalston Regional School District Bullying Prevention and Intervention Plan**

Adopted: November 17, 2010

Updated:

September, 2015

October, 2017

February 2019

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## **ARRSD Bullying and Intervention Rules**

- **We will not bully others.**
- **We will try to help students who are bullied.**
- **We will try to include students who are left out.**
- **If we know that somebody is being bullied, we will tell an adult at school and an adult at home.**

**Olweus, 1993**

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## I. LEADERSHIP

**School Leadership:** *Leaders have a primary role in teaching students to be civil to one another and promoting understanding and respect for diversity and difference. Leadership is responsible for setting priorities, continually monitoring and annually reviewing the plan for compliance and necessary changes and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Athol-Royalston Regional School district (ARRSD) Bullying Prevention and Intervention Plan. To this end, the following Athol-Royalston Regional School District (ARRSD) Bullying Prevention and Intervention Plan has been drafted.*

### School Leaders 2017-2018

**Superintendent of the Athol-Royalston Regional School District: Darcy Fernandes**

**Director of Pupil Services: Kathryn Clark**

**Director of Technology, Edward Skutnik**

**Director of Curriculum, Elementary: Molly Superchi**

**Director of Curriculum, Secondary: Mary Jane Rickson**

**Business Manager: Lynn Bassett**

**School Principals:**

**Mary Jane Rickson, Athol High School**

**Thomas Telicki, Athol-Royalston Regional Middle School**

**Beth Craven, Royalston Community School Principal**

**Shannon Cleveland, Athol Community Elementary School**

### A. Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation must include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority.

### B. Calendar of Meetings

The following calendar reflects the involvement of all constituencies in the process of creating the initial Plan for the Athol-Royalston Regional School District. Careful consideration has been made to be sure all parties are included in development of the Plan.

Meeting Date	Constituencies	Action
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District Level Meeting	Review bullying plan and procedures. Discuss bullying interventions.	Review and update Plan
Faculty and Staff	Teachers, nurses, guidance , principals, directors	Review bullying plan and procedures. Discuss bullying interventions.
September	Cafeteria workers, custodians, school support personnel	Review bullying plan and procedures. Discuss bullying interventions.
January	Review bullying plan and procedures. Discuss bullying interventions.	Discuss school wide implementation of bullying initiatives.

### **C. Assessing needs and resources.**

This Plan is the Athol Royalston Regional School District’s blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This “mapping” process will assist schools in identifying resource gaps and the most significant areas of need. Based on these findings, schools and districts will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

Using student, school and community data periodic meetings will be convened at least on an annual basis by district level administration and/or by specific school administrators inviting constituencies to consider one or all the following: 1) surveys of students, staff, parents, and guardians on school climate and school safety issues; 2) building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses; 3) review of current and new programs and evaluating their effectiveness. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

**Note: data resources for district schools include,**

- 1. X2 database for all students regarding discipline referrals**
- 2. Youth risk behavior survey**
- 3. Department of Elementary and Secondary Education (DESE) School Safety and Discipline Report**

### **D. Planning and oversight.**

**ARRSD Superintendent and/or Assistant Superintendent, school principals,** and any other affiliated constituency shall 1) choose and implement appropriate curricula for use by the school or district 2) revise and/or develop policies and protocols under the plan 3) designate key staff to be in charge of

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implementation 4) amend staff handbooks and codes of conduct; 5) lead parent or family engagement efforts and draft parent information materials; 6) review and update the plan each year, or as needed.

**Building principals** and/or Assistant Principals are responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) plan supports that respond to the needs of targets and aggressors.

**ARRSD Superintendent and/or** Assistant Superintendent in conjunction with the **Professional Development Committee** shall plan ongoing professional development as required by the law.

**ARRSD Technology Director and school principals** shall design and oversee a district- wide Internet Safety Policy, and oversee implementation. APPENDIX B:

### **E. Priority statement.**

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

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

### **A. Annual staff training on the Plan.**

Annual training for all school staff, faculty and related service providers as itemized below on the Plan will include 1.) staff duties under the Plan, 2.) an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and 3.) an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

### **B. Ongoing professional development.**

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

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

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(vi) Internet safety issues as they relate to cyberbullying.

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

Additional areas identified by the school or district for professional development include:

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

**C. Written notice to staff.** The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

**D: Training and professional development frequency:** Once a year all of the following constituencies will receive professional development dedicated to the subjects included in the district Bullying Prevention and Intervention Plan.

<i>administrators</i>
<i>Educators</i>
<i>counselors</i>
<i>school nurses</i>
<i>food service personnel</i>
<i>custodians</i>
<i>bus drivers</i>
<i>athletic coaches</i>
<i>advisors to extracurricular activities</i>
<i>paraprofessionals</i>
<i>secretaries</i>
<i>support personnel</i>
<i>substitutes</i>
<i>Contracted specialists</i>

### III. ACCESS TO RESOURCES AND SERVICES

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*A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.*

- A. Identifying resources. The following listings itemize school administration and counseling resources for each building. APPENDIX C: Directory of Administrators and Counselors.

The following resources identify PK-12 map of programs and curricula.

APPENDIX D: PK-12 District and Community Map of Bullying Intervention and Prevention Programs.

- B. Counseling and other services.

The following resources provide a listing of Community Service Agencies (CSAs) for Medicaid eligible students. Guidance and school adjustment counselors will assist parents and families in locating the appropriate agency. APPENDIX E: Directory of Service Providers

Guidance and school adjustment counselors shall assist principals in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

Students and families needing the assistance of cultural and linguistic resources will be identified by the school principal and provided appropriate assistance.

- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, and/or teasing.
- D. Referral to outside services. Principals and guidance will refer students and families to outside services as part of the bullying intervention process.

#### IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

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Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The school will review the Plan on an annual basis with students.

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

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender, 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
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

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

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

Use of an Incident Reporting Form is not required as a condition of making a report. The school will: 1) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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

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### 1. Reporting by Staff

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

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

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

## B. Responding to a report of bullying or retaliation.

### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

### 2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the



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other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

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

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

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

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

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

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to

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identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

### E. Responses to Bullying.

#### 1. Teaching Appropriate Behavior Through Skills-building

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

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

#### 2. Taking Disciplinary Action

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

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.

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### 3. Promoting Safety for the Target and Others

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

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

#### F. Responding to a Report of Bullying by School Staff

Schools and districts need to develop policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures must address safety planning, notification to parent or guardians and others, investigation, and response-areas that are addressed when a student is alleged to have bullied another student (see Section V. B-E above). Schools and districts should consider consulting with local counsel in developing and administering these policies and procedures. They should emphasize the importance of the investigation, the need for the aggressor, target and witness to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

## VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, PTG, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

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### VII. PROHIBITION AGAINST BULLYING AND RETALIATION.

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

### VIII. DEFINITIONS

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

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

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

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

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

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

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

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paraprofessionals.

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

## IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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

**APPENDIX A: ARRSD Inventory of PK-12 and school –community programs on bullying intervention October 27, 2010 (p. 1). ARCHIVED 8/11.**

**APPENDIX B: District wide Internet Safety Policies (p.1)**

Date Adopted: August 21, 2002

Updated: April 16, 2014

File: IJND

### INSTRUCTION

#### Curriculum

#### Internet Use Policy

##### Overview

The Internet is an electronic communications network which provides vast, diverse and unique resources. Our goal in providing this service to teacher, staff and ultimately students, is to promote educational excellence in the Athol-Royalston Regional School District by facilitating resource sharing, innovation and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications which are not suitable for school-aged children. The Athol-Royalston Regional School District views information gathered from the Internet in the same manner as information gathered from other reference materials identified by the schools. Specifically, the district supports resources that will enhance the learning environment with directed guidance from the faculty and staff. Exploration and utilization of resources is encouraged. However, it is impossible to control all materials on a global network and an industrious user may discover inappropriate information.

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In the schools, student access to, and use of, the Internet will be available through a school designated account and will be carried out at teacher direction and monitored as any other classroom activity. Training will be provided. Every school complies with the CIPA (Children’s Internet Protection Act). The school district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the school district.

### Guidelines

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. The district staff has the right and obligation to monitor student Internet activities. Internet access is a privilege, not a right. It shall be the policy of the Athol-Royalston Regional School District that every student who uses the District’s internet connection shall have on file, at each school that the student attends, the official “Athol-Royalston Regional School District Contract Regarding the Use of the Internet” which is signed and dated by both the student and a parent/guardian. The Principal of each school shall be responsible for adherence to this policy and place such contracts in the student’s temporary file.

### **APPENDIX B: Districtwide Internet Safety Policies (p.2)**

If a district user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated and future access (may) be denied. Some violations may also constitute a criminal offense and may result in legal action. Any use violating these provisions, applicable state and federal laws, or posted classroom and district policies, is subject to loss of access privileges and any other district disciplinary options.

#### **1) Acceptable Use**

- Student use must be in support of education and research consistent with curriculum
- Student use must be consistent with the rules appropriate to any network being used/accessed.

#### **2) Unacceptable Use**

- Unauthorized use of copyrighted material is prohibited.
- Threatening or obscene material is prohibited.
- Distribution of material protected by trade secret is prohibited.
- Use for commercial activities is not acceptable.
- Product advertisement or political lobbying is prohibited.
- Plagiarism is prohibited.

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### **3) Netiquette**

- Do not watch when others type in their passwords.
- Be polite.
- Do not use vulgar or obscene language.
- Do not reveal your own home address, telephone #, or telephone # of others.
- Use caution when revealing your school address or e-mail number (or those of others).
- Electronic mail is not guaranteed to be private.
- Do not intentionally disrupt the network or other users.
- Abide by generally accepted rules of network etiquette.

### **4) Security**

- If you identify a security problem, notify a teacher/administrator immediately.
- Do not show or identify a security problem to others.
- Do not reveal your account password or allow another person to use your account.
- Do not use another individual's account.
- Attempts to log on as another user (may) result in cancellation of your privileges.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- The student user must notify their teacher/administrator of any change in account information.

### **APPENDIX B: District wide Internet Safety Policies (p.3)**

- The student user may be occasionally required to update registration, password and account information in order to continue Internet access.
- The student user must use school accounts on school grounds.

### **5) Vandalism/Harassment**

- Vandalism is defined as any malicious attempt to harm or destroy data or another user, the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses. Harassment is defined as the persistent annoyance of another user or the interference in another user's work. This includes, but is not limited to, the sending of unwanted e-mail.
- Vandalism and/or harassment will result in the cancellation of privileges.

### **6) Penalties**

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- Any user violating these provisions, applicable state and federal laws or posted classroom and district rules is subject to loss of privileges and any other district disciplinary options, including criminal prosecution.
  - School and district administrators will make the determination as to what constitutes unacceptable use and their decision will be final.

The Athol-Royalston Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Athol-Royalston Regional School District will not be responsible for any damages a user may suffer, including loss of data. The District will not be responsible for the accuracy or quality of information obtained through this Internet connection.

All terms and conditions as stated in this document are applicable to all users of the Internet. These provisions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the state of Massachusetts and the United States of America.

## **APPENDIX B: Districtwide Internet Safety Policies (p.4)** **ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT** **CONTRACT REGARDING THE USE OF THE INTERNET**

I, \_\_\_\_\_, agree to abide by all rules which are listed in the Athol-Royalston Regional School District Internet Policy.

I realize that the primary purpose of the Athol-Royalston Regional School District's Internet connection is educational.

I realize that the use of the Internet is a privilege, not a right. I accept that inappropriate behavior may lead to penalties including revoking of my account, disciplinary action, and/or legal action.

I agree not to participate in the transfer of inappropriate or illegal materials through the Athol-Royalston Regional School District's Internet connection. I realize that in some cases, the transfer of such material may result in legal action against me.

I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password.

I release the Athol-Royalston Regional School District and all other organizations related to the Athol-Royalston Regional School District's Internet connection from any liability or damages that may result from the use of the Internet connection. In addition, I will accept full responsibility and liability for the results of my personal actions with regard to the use of the Internet. I release the school and related organizations from any liability relating to consequences resulting from my use of the Internet.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Student Signature)

---

**THIS SECTION IS TO BE COMPLETED BY THE PARENT/GUARDIAN IF THE ABOVE-NAMED STUDENT IS UNDER 18 YEARS OF AGE**



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I, \_\_\_\_\_, the parent/guardian of the above-named student, hereby agree to accept all financial and legal liabilities which may result from my son/daughter's use of the Athol-Royalston Regional School District's Internet connection.

I, \_\_\_\_\_, the parent/guardian of the above-named student, **DO NOT AGREE**

to accept all financial and legal liabilities which may result from my son/daughter's use of the Athol-Royalston Regional School District's Internet connection, and thereby understand that my child **WILL NOT BE PERMITTED** to work on the school's internet.

Signed: \_\_\_\_\_  
(Parent/Guardian Signature)

Date: \_\_\_\_\_

## **APPENDIX B: District wide Internet Safety Policies (p.6)**

**Adopted - November 17, 2010**

File: IJNDD

### **Policy on Facebook and Social Networking Websites**

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) improper fraternization with students using Facebook and similar internet sites.

Social networks, or via cell phone, texting or telephone.

- a. Teachers may not list current students as "friends" on networking sites.
- b. All e-contacts with students should be through the district's computer and telephone system, except emergency situations.
- c. Inappropriate contact via e-mail or phone is prohibited

- 2) inappropriateness of posting items with sexual content

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- 3) inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
  - 4) examples of inappropriate behavior from other districts, as behavior to avoid
  - 5) monitoring and penalties for improper use of district computers and technology
  - 6) the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.
  - 7) enable privacy setting if you interact with school/district sites

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action to and including termination.

## **APPENDIX C: ARRSD Listing of schools, administrative and counseling staff**

**Athol Royalston Regional School District List**  
**PO Box 968, 1062 Pleasant St. Athol, MA 01331**  
**Tel: 978-249-2400 Fax: 978-249-2402**

**Superintendent – Darcy Fernandes**  
**Director of Pupil Services-Kathryn Clark**  
**Business Manager – Lynn Bassett**  
**Director of Technology – Edward Skutnik**  
**Curriculum Director, Elementary-Molly Superchi**  
**Curriculum Director, Secondary-Mary Jane Rickson**  
**Administrative Asst.-Sheryl Femino**

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### **Athol High School**

2353 Main Street  
Athol, MA 01331

**Interim Principal – Mary Jane Rickson**

Asst. Principal – David King

Secretary – Angela Kitzmiller, Ann Roberts  
and Cynthia Hughes

Tel: 978-249-2435 Fax: 978-249-2422

Fax: Guidance: 978-249-7217

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### **Athol Royalston Middle School**

1062 Pleasant Street  
Athol, MA 01331

**Principal – Thomas Telicki**

Asst. Principal – Thomas Osborn

Secretary – Elaine Gauthier & Carol Rogers

Tel: 978-249-2430

Fax: 978-249-0055

Guidance: Joe Quinton and Anastasia Mactuweiwicz

Nurse: Sally Quinton

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Guidance: Amanda Pagar Wein  
Mary Ann Miller, and Julia Aquadro  
Nurse: Lydia Bartlett

Debra Ross – School Psychologist  
**Athol Community Elementary School**

1064 Pleasant Street  
Athol, MA 01331  
Principal –Shannon Cleveland  
Asst. Principal 2-4-Julie Stanley  
Early Childhood Director-Amy Langdon  
Secretary – Rachael Chamberlain  
Tel: 978-249-2406  
Fax: 978-249-2428  
Guidance: Hannah Moore-Wheeler, Mallory Kirk,  
and Rachel Schwab  
Nurse: Mary Sullivan, Jen Adams

**Merrifield Bus Company**

717 Chestnut Hill Avenue  
Athol, MA 01331  
Manager – Kathy Burnham  
Tel: 978-249-4804, Fax: 978-249-7896

**Pupil Services Department**

2363 Main St, Athol, MA 01331  
Director- Kathryn Clark  
Special Education Coordinator-Christie Fontaine  
Secretary – Diane Billingham

**Royalston Community School**

96 Winchendon Road  
Royalston, MA 01368  
  
Principal – Beth Craven  
Secretary – Marie Lajoie  
Tel: 978-249-2900  
Fax: 978-249-4110  
Guidance: Rachel Schwab  
Nurse: Sheila Hall

**APPENDIX D: PK-12 District and Community Map of Bullying Intervention and Prevention Programs to be added to programs already in place.**

**ARRSD Bullying Prevention Rules**

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Olweus, 1993

Classroom approaches = “A”, whole school initiatives = “B” or focused strategies for bullying prevention and social skills development a= “C”.

Grade level or targeted group	Description and of program	Identify as A,B,C, (see key below).	Person responsible for action.	Duration or frequency	Is this program initiated every school year? Y/N?
PK-12	Develop and encourage the use of	A,B,C	District	Ongoing	Y

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	common bullying prevention vocabulary found in M.G.L. c. 71, § 37O and in Appendix G.				
PK- 12	Adopt ARRSD bullying prevention rules. Post.	A,B,C	Principal District	Ongoing	Y
PK-12	Schools will use teachable moments to present bullying curriculum during the course of the school year.	A,B, C	Principal Guidance Faculty	Ongoing	Y
PK-12	Utilize data, at least on a quarterly basis, by school, to determine specific areas of concern (hot spots) and adjust supervision and instructional plans. When necessary target specific subgroups of vulnerable students.	A,B,C	Principal, Guidance, Faculty	Quarterly	Y
PK-12	Conduct annual training for all district personnel. Training subsequent to the first year will be planned in May for upcoming year based on needs determined in May meetings.	A,B,C	District, Principal	Annual	Y
PK-12	Conduct annual training for all ancillary staff.	A,B,C	District	Annual	Y
Pk-12	Meet twice yearly with support staff, community agencies administration to discuss successes and concerns and make recommendations on plan implementation where necessary.	A,B,C	District	2x/yr	Y
PK-12	Provide ongoing support for those who wish to engage in professional development in bullying prevention and intervention.	A,B,C	District Principals	Ongoing	ongoing
PK-5	Adoption of Second Step or another research based program as a means to align instruction around the topic of bullying and intervention and prevention in elementary schools.	A,B,C	Elementary guidance and Principals	Implementation ongoing	Y
PK-12	Meet with community, PTO, PTG, PTA, school councils, parents and students at least annually to receive	A,B,C	Principals	Annual	Y

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	input regarding programming.				
6-12	Athletic Director to carry out training for all coaches on hazing and bullying in athletics.	B,C	Principals District	Annual	Y
ARMS and AHS students	Provide a safe haven and or staff member for LGBT students.	A, B,C	Principals	Ongoing	Y

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## APPENDIX E: Directory of Service Providers (p.1)

### ATHOL/ROYALSTON DIRECTORY OF SERVICES

#### I. Emergency Services

Athol Fire Department	emergency – 911	general business	978-249-3598
Athol Police Department	emergency – 911	general business	978-249-3232
Athol Memorial Hospital			978-249-3511
Regional Center for Poison Control & Prevention			800-222-1222

#### Schools

Athol High School	2363 Main Street		978-249-2435
Athol Royalston Middle	1062 Pleasant Street		978-249-2430
Athol Community Elementary School	1064 Pleasant Street		978-249-2406
Royalston Community School	96 Winchendon Road, Royalston, MA		978-249-2900

<b><u>After School Program</u></b>	Athol YMCA	545 Main Street	978-249-3305
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#### II. Counseling Centers & Clinics

Emergency Services	for Franklin County	1-800-562-0112	Greenfield	413-774-5411
Emergency Services	for North Quabbin		Athol	978-249-3141
Center for Human Development	(school based, Orange office or at home service)	1-800-232-0510	or 978-544-2148	
Clinical and Support Options	(school based counseling, Athol office or at home)			978-249-9490
The Lipton Center	(school based counseling, Leominster office or at home)			978-537-0956
Montague Catholic Social Ministries	(help for women, children, families, battering, sexual assault)			413-863-4804
Men's Resource Center	(state certified batters intervention program)		Amherst	413-253-9887
NELCWIT	131 West Main Street, Orange			978-544-9857
North Central Human Services	31 Lake Street, PO Box 449,		Gardner	978-632-9400
Quabbin Mediation	13 South Main St., Orange [mediation, conflict resolution, anger mgt.]			978-544-6142
Wachusett Family Counseling Center			Gardner	978-630-3225
YOU Inc.	(school based counseling, Gardner office or at home)			978-632-2321

#### III. Counselors and Psychologists In Private Practice

Dr. Daniel Berlin	(licensed psychologist, sees adolescent boys, and adults – men and women)			413-549-2773
Dr. Miriam Defant	(licensed psychologist)		Orange	978-544-3330
Dr. Jeffrey Fishman	(licensed clinical psychologist)		Amherst	413-256-0947
Lisa Freden	(licensed mental health counselor, psychologist)		Petersham	978-724-0230
JoEllen Boskind			Athol	978-249-0929
Connie Pike	(LICSW psychotherapist for children and families)		Orange	978-544-6699
Cynthia Reum	(LICSW child, adult, individual, family and couples therapy)		Orange	978-544-1503
Steve Rhodes	(LICSW individual, child and family)		Greenfield	413-773-9301
Dr. Joel Silver	(licensed psychologist, psychological testing and counseling)		Gardner	978-632-4516
Barbara Weiner	(LCSW grief and loss issues, families and children)		Northampton	413-584-3796

#### **Child Psychiatrist (M.D.) Child needs to also receive counseling at the agencies to see the Doctor.**

Center for Human Development	Orange	1-844-243-4257	or 978-544-2148	
Clinical and Support Options	Dr. Matthew Friedman & Dr. John Swanson		Athol	978-249-9490
Dr. Shoshanna Skoloff			Amherst	413-256-0147
Valley Medical Center			Amherst	413-256-8561

#### **Specialist Pediatrics (A.D.H.D., other issues)**

Dr. Dennis Rosen M.D.	Developmental Pediatrician		Amherst	413-259-1777
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## APPENDIX E: Directory of Service Providers (p.2)

### IV. Hospitals

Athol Memorial Hospital	Athol	978-249-3511
Bay State Franklin Medical Center	Greenfield	413-773-0211
Heywood Hospital	Gardner	978-632-3420

### North Quabbin Area Food Pantries and Resources

Dial Self Youth and Community Services Mon. through Fri. 9am to 5pm food for Teens	Orange	978-544-1800
Salvation Army Tuesday- Friday 8:30-12:00, 12:30-3:00 *once every 3 months	Athol	978-249-8111
Orange Food Pantry Thursdays 10:00-3:00	Orange	978-544-2149
Our Lady Immaculate Church (Athol, Royalston, Petersham) Tues.Weds.Thurs.1:30-3:00	Athol	978-249-2738
Brown Bag Distribution 4 <sup>th</sup> Wednesday of month, must be 55+ or disabled, Senior Center	Athol	978-249-8986
New Testament Church 1 <sup>st</sup> and 3 <sup>rd</sup> Thursdays of the month 5:00 – 6:00pm	Athol	978-249-4024
Food Stamps – DTA at North Quabbin Patch Office	Athol	978-249-5070

### V. Health Care Services

Gardner Community Health Center 175 Connors St., Gardner	978-410-6100
Women Infant & Children (WIC) provides nutrition education, counseling and supplemental food	Athol 978-249-2373
Gardner Visiting Nurse Assoc. home based nursing visits to evaluate health status	Gardner 978-632-1230
Community Health Center of Franklin County 450 West River Street – Orange	978-544-7800

## APPENDIX E: Directory of Service Providers (p.3)

### VI. Developmental Disabilities

GAAAFSN- information and referral services for those who have developmental disabilities	Athol 978-249-3683
Also a part of United Association for Retarded Citizens and has parent support groups.	
Starvos services for those with chronic or permanent disabilities (physical or mental health)	Greenfield 413-774-3001
United Assoc. for Retarded Citizens (ARC) parents support, parent advocates, parent groups	Greenfield 413-774-5558

### VII. Community Support and Advocacy

Athol Royalston Community Partnership for Children (ARCPC)	978-249-7661
North Quabbin Community Coalition	Athol 978-249-3703
North Quabbin Patch program to promote safety and well being of children with problems	Athol 978-249-5070
North Quabbin Citizen Advocacy offering support for teens	Orange 978-544-7794
Valuing Our Children offering support and education to families, parent education programs	Athol 978-249-8467
Family Resource Center [VOC] family support for DCF and non-DCF families	978-249-5070 or 978-249-8467

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## Appendix F: ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT 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 (s):**

**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):**



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**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.**

If the student is from another school /district...have you contacted the principal?

---

**9. Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Note: Reports may be filed anonymously. )

**This report now needs to be given to the principal of the school.**

---

**10: Form Given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date Received:** \_\_\_\_\_

## II. INVESTIGATION

**1. Investigator(s):** \_\_\_\_\_

**Position(s):** \_\_\_\_\_

### 2. Interviews:

**Interviewed aggressor**      **Name:** \_\_\_\_\_      **Date:** \_\_\_\_\_

**Interviewed target**      **Name:** \_\_\_\_\_      **Date:** \_\_\_\_\_

**Interviewed witnesses**      **Name:** \_\_\_\_\_      **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_      **Date:** \_\_\_\_\_

**3. Any prior documented incidents by the aggressor?**       Yes       No

**If yes, have incidents involved target or target group previously?**       Yes       No

**Any previous incidents with findings of BULLYING, RETALIATION**       Yes       No

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Is the target or aggressor on a behavioral support plan, 504 Plan or IEP?  Yes  No

If so explain who and how this impacts the investigation.

## Summary of Investigation:

\_\_\_\_\_ (Please use additional paper and attach to this document as needed)

### III. CONCLUSIONS FROM THE INVESTIGATION

#### 1. Finding of bullying or retaliation:

YES

NO

Bullying Incident documented as \_\_\_\_\_

Retaliation Discipline referral only \_\_\_\_\_

#### 2. Contacts:

Target's parent/guardian Date: \_\_\_\_\_

Aggressor's parent/guardian Date: \_\_\_\_\_

District Equity Coordinator (DEC) Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_

#### 3. Action Taken:

Loss of Privileges  Detention  STEP referral  Suspension

Community Service  Education  Other \_\_\_\_\_

#### 4. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

#### Who has been notified to assist with the safety plan implementation?

Who \_\_\_\_\_ When \_\_\_\_\_

Who \_\_\_\_\_ When \_\_\_\_\_

Who \_\_\_\_\_ When \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_

(If principal was not the investigator)

Concluding Report forwarded to Superintendent: Date \_\_\_\_\_

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

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### Appendix G: Bullying Vocabulary

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students 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 educational process or the orderly operation of a school.

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

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

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

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

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