



**Tewksbury Public Schools**

# **Bully Prevention and Intervention Plan**

Submitted by  
The Tewksbury Public Schools  
Adopted  
January 26, 2011  
Revised  
February 12, 2014  
Reviewed  
August 16, 2017

**Bully Prevention, Intervention and Education Committee**



**Tewksbury Public Schools**  
139 Pleasant Street, Tewksbury, MA 01876  
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## **BULLYING POLICY, PREVENTION AND INTERVENTION PLAN**

The Tewksbury Public Schools policy prohibits bullying as defined by M.G.L., c.71, § 370.

### **I. LEADERSHIP**

On or before December 31, 2010, the Tewksbury Public Schools will submit the Tewksbury Public Schools Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the Tewksbury Public Schools website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 370 sec. 5(d).

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

As required by M.G.L. c. 71, § 370, sec. 5 (d) the Plan will be developed in consultation with various constituencies. This involvement will include:

Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee (BPIEC) comprised of administration, staff, professional support personnel, school volunteers, students, parents and guardians, local law enforcement agencies, and community representatives. This process will be conducted biennially.

Consultation will include, at a minimum, notice and a public comment period prior to adoption.

#### **B. Assessing needs and resources**

The **Superintendent** and the **Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee**, with input from families, the community and staff, will assess the adequacy of current programs. This may include the following:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- Assessment of available resources including curricula, training programs, and behavioral health services;

- Researching current and relevant articles and data-proven research on best methodology for prevention and intervention of bullying and cyber-bullying;
- Review of the MA comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Determine initial and periodic needs, by means of surveys of students, staff, parents and guardians on school climate and school safety issues.

### **C. Planning and Oversight**

The individual **Building Leaders** will be 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. Implementing the district plan for the ongoing professional development that is required by the law;
5. Planning supports that will respond to the needs of targets and aggressors;
6. Choosing and implementing the curricula that each school will use;
7. Amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and
8. Leading the parent or family engagement efforts and drafting parent information materials;
9. Developing new or revising current policies and protocols, including an Internet Safety policy, and designating key staff to be in charge of implementation of them;
10. Reviewing and updating the Plan each year.

The **Assistant Superintendent/Technology Committee** will be responsible for updating the Internet Safety Use Policy. Each building's **Technology Coordinators/Teachers** will be responsible for overseeing the distribution and return of signed Internet Safety Use Policy forms.

The Superintendent will be responsible for reviewing and updating the Plan biennially, or more frequently.

### **D. Priority statements**

The Tewksbury Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

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

The Tewksbury Public School community understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Tewksbury Public Schools 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 Tewksbury Public Schools will not tolerate any unlawful or disruptive behavior,

including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Plan is a comprehensive approach to address bullying and cyber-bullying. The Tewksbury Public School Community is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying and violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying, cyber-bullying, and retaliation. The Tewksbury Public Schools **Principals** are responsible for the implementation and oversight of the Plan at their respective buildings. except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

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

The Tewksbury Public Schools will meet the requirements under M.G.L. c.71, S 370 to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

### **A. Annual Staff Training on the Plan**

Annual training for all Tewksbury Public Schools staff on the Plan will include staff duties under the Plan, an overview of the steps that the building 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 schools. 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 **Assistant Superintendent** will be responsible for oversight of choosing and implementation of the curricula each school will use. The goal of professional development is to establish a common understanding of the 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, § 370, the content of professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally 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;
- Information regarding the powerful effect the bystanders have on bully prevention;
- 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 cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

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

Additional areas identified by the school 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;
- Managing classroom behaviors constructively;
- 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 safe and caring classrooms for all students ; and
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

### **C. Written Notice to Staff**

The Tewksbury Public Schools 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 school employee handbook and the code of conduct.

## **III. ACCESS TO RESOURCES AND SERVICES**

### **A. Identifying resources**

The Tewksbury Public School District will provide resources to address the underlying emotional needs of targets, *student* aggressors, and their families. These may include, but are not limited to: adopting new curricula, establishing safety planning teams, creating safety plans for targets and identifying agencies that can provide services, including Community Service Agencies (CSAs) for Medicaid eligible students.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will be responsible for finalizing a bibliography of anti-bullying resources that may include, but are not limited to: the Tewksbury Public Schools Bullying Policy, curriculum and instructional guides and materials; Tewksbury Public Schools Bullying Prevention and

Intervention Plan; relevant articles for professional, student, and parent use; data on the prevalence and characteristics of bullying and behavioral issues; relevant curriculum and books that help foster a sense of positive and pro-active school community and culture; relevant and useful web-sites; and linkages with community based organizations.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will conduct a search for materials that are research based or field-tested, age appropriate, well designed and user-friendly.

### **B. Counseling and Other Services**

A list of staff and service providers is available to all students and families; these may assist schools 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. A variety of tools will be considered including, but not limited to: behavioral intervention plans, social skills groups, and individually focused curricula.

### **C. Students with Disabilities**

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

### **D. Referral to Outside Services**

The Tewksbury Public School District has established a referral protocol for referring students and families to appropriate and timely outside services. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

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

### **A. Specific Bullying Prevention Approaches**

Bullying prevention curricula will be incorporated into each school's curricula and will be evidence-based and informed by current research that, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Emphasizing the powerful role bystanders have in bully prevention
- Empowering the bystanders to take action 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 cyber-bullying, 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.

Initiatives will also teach students about the student-related sections of the Bullying

Prevention and Intervention Plan. The Tewksbury Public Schools staff will review the Plan with students each school year.

### **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 the Tewksbury Public Schools District's 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.

## **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 *school* 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. Staff members will report immediately to the building Principal or designee, *or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor* any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals, may be made anonymously. The Tewksbury Public School District will make a variety of reporting resources available to the school community including, but not limited to, a Bullying Incident Report Form. Use of a Bullying Incident Report Form is not required as a condition of making a report. The Tewksbury Public School district will:

1. Include a copy of the Bullying Incident Report Form in the beginning of the year packets for students and parents or guardians;
2. Make it available in the main office of each school, the counseling office, and other locations determined by the building Principals and/or designees; and
3. Post it on the Tewksbury Public Schools Website. The Bullying Incident Report 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 Superintendent 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, 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, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks and made available to parents or guardians.

### **1. Reporting by Staff**

A staff member will report immediately to the building 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 to the building Principal or designee as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or collaborative policies and procedures for behavior management and discipline.

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

The Tewksbury Public Schools expect 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 building 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 building Principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

## **B. Responding to a report of bullying or retaliation– Allegations of Bullying by a Student**

### **1. Safety**

Before fully investigating the allegations of bullying or retaliation, the building 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 a transportation vehicle; 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 building Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The building 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, building Principal or designee will promptly notify the parents or guardians

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

**B. Notice to Another School or District**

If a 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 building Principal or designee who was informed first 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 building Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the building Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. 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 building 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 building Principal will, consistent with the Plan and with applicable Tewksbury Public Schools policies and procedures, consult with the school resource officer, and the Superintendent or designee as deemed appropriate.

**C. Investigation**

The building **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 building **Principal** or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.

The building Principal or designee 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.

The building **Principal** or designee, in consultation with a school counselor, as appropriate, may conduct interviews. To the extent practical, and given his/her obligation to investigate and address the matter, the building Principal or designee will maintain confidentiality during the investigative process. The building Principal

or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with the Tewksbury Public School District's policies and procedures for investigations. If necessary, the building Principal will, with the consent of the Superintendent, consult with legal counsel about the investigation.

#### **D. Determinations**

The building **Principal** or designee will make a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the building **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 building 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 building **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 building **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 building **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**

When the building **Principal** or designee has determined that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, § 370 (d) (v)). Skill building approaches that building Principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with 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 building **Principal** or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the building 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 code of conduct for the school.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which will be considered in conjunction with state laws regarding student discipline.

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

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

The building **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 building **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 building **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 building **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). Policies and procedures currently in place that address unacceptable conduct by school staff may be a useful starting place. Schools and districts should consider consulting with local counsel. The policy should emphasize the importance of the investigation, the need for the aggressor, target, and witnesses 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.*

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable TPS district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to respond to the allegations as he/she sees

them, in accordance with TPS district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff shall be consistent with TPS district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate.

School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety.

Notices to parents or guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any 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.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities.

## **VI. COLLABORATION WITH FAMILIES**

### **A. Parent Education and Resources**

The Tewksbury Public Schools, in collaboration with individual school Parent Advisory Councils, and the Special Education Parent Advisory Council, School Councils, and Extended Student & Community Educational Services, 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 each school.

### **B. Notification Requirements**

Each year the building **Principal** will notify parents and guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The Tewksbury Public Schools will send parents written notice each year about the student-related sections of the Plan and the school'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 district will post the Plan and related information on its website.

## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

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

- i.** On school grounds and property immediately adjacent to school grounds; at a school sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; 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 the Tewksbury Public Schools, 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, § 370, nothing in this Plan requires the Tewksbury Public Schools to staff any non-school related activities, functions, or programs.

## **VIII. DEFINITIONS**

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal:

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

**Bullying**, as defined in M.G.L. c. 71, § 370, 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.

**Cyber-bullying**, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyber-bullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as 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, cyber-bullying, or retaliation has been perpetrated.

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and Federal laws, and the policies of the Tewksbury Public Schools, 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, ancestry, national origin, 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 Tewksbury Public Schools 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 Tewksbury Public School District policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the schools to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, M.G.L. c. 71, §§41 and 42 M.G.L.c 76 § 5, 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**  
**List of Schools and Contact People**

Tewksbury Memorial High School (978-640-7825) Eileen Osborne, Assistant Principal	Kristen Vogel, Principal Sean O’Leary, Assistant Principal
John W. Wynn Middle School (978-640-7846)	John Weir, Principal Andrew Long, Assistant Principal
John F. Ryan Elementary School (978-640-7880)	Judi McInnes, Principal William Hart, Assistant Principal
Loella F. Dewing School (978-640-7858)	Terry Gerrish, Principal Jan Fuller, Assistant Principal
Heath Brook School (978-640-7865)	Felicia Wettstone, Principal
North Street School (978-640-7875)	Karen Cronin, Principal
Louise Davy Trahan School (978-640-7870)	Matthew Castonguay, Principal

## **Appendix B Forms**

**Form A** Bullying Prevention and Intervention Incident Reporting Form  
(to be used by anyone)

**Form B** Bullying Action Report Form  
(for Administrative purposes only)