

CHELMSFORD PUBLIC SCHOOLS



Bullying Prevention and Intervention Plan

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Introduction

The following plan was developed by a team of Chelmsford educators to clearly define the manner in which the Chelmsford Public School System will develop and implement Bullying Prevention and Intervention Plans (“the Plan”) to insure the emotional and physical safety of our students. This plan is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan and includes the years of professional development and bullying rubrics and procedures created by the staff of the Chelmsford Public Schools. It is designed to satisfy the requirements of by M.G.L. c. 71, § 37O, added to chapter 92 of the Acts of 2010, entitled An Act Relative to Bullying in Schools as signed by the Governor in May 2010.

Leadership

District and school leadership at all levels in the Chelmsford Public Schools will play a critical role in the ongoing development and implementation of the plan in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership also has the responsibility for setting priorities 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 communicate to the greater school and local community regarding the plan.

Priority Statements

The Chelmsford Public Schools maintain a respectful environment for all. As such we are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of our district’s comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

We understand that members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, or teasing. We 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.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

DEFINITIONS

Aggressor is a student 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 paraprofessionals.

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

TRAINING AND PROFESSIONAL DEVELOPMENT

Annual staff training on the Plan. At the building level, annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the 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.

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 law, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- developmentally/age appropriate strategies to prevent bullying;
- developmentally/age appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.
- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

ACCESS TO RESOURCES AND SERVICES

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

A. Some in district Chelmsford Public School resources include:

- School Counselors
- School Nurses
- Clinical Psychologists
- Health/PE Department Head
- Peer groups
- Mentoring programs
- After school activities
- Extended Day Programs
- Second Step Liaisons
- Staff study groups

B. Some out of district resources include:

- Clinical health care agencies
- Chelmsford Police Department
- Middlesex District Attorney/Project Alliance
- Group homes
- Department of Children Services
- Private nurseries
- Crisis hotlines
- Live Smart

- Food banks
- Medical facilities
- Counseling agencies

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

ACADEMIC AND NON-ACADEMIC ACTIVITIES

Chelmsford's beliefs are integrated into all academic and non-academic activities.

- A. Specific age appropriate 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.
- 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;
 - 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.

****Please see Appendices A and B for examples of in class and in school curriculum and instruction relative to bullying prevention.**

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. Chelmsford Public Schools' 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.

Use of an Incident Reporting Form is required as a condition of making a report (**See Appendix A**). The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including 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.

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. In fact, if the staff member witnesses the incident, he/she will immediately call the student on that behavior in such a manner as to not escalate the situation.

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; predetermining 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. (Include locally established student safety planning policies and procedures here.)

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 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, the Memorandum of Understanding (MOU) with the Chelmsford Police Department and with applicable school or district policies and procedures, consult with the Chelmsford School District’s “Law Enforcement Unit”, 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 (or whomever is conducting the

investigation) 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. (Align this with school or district procedures.)

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 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 rubrics developed for each level. The rubrics are developed as a guide for principals or designees and do not prohibit them from using their judgment when assigning consequences. 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.

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.

****Please see Appendix C for school level rubrics for responses to bullying. The rubrics are based on the work of Stan Davis, author of Schools Where Everyone Belongs.**

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 PTOs, 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.

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.

RELATIONSHIP TO OTHER LAWS

No person shall be discriminated against in admission to Chelmsford Public Schools 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 37H1/2, 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

CHELMSFORD PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

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

3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

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

10. Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

FOR ADMINISTRATIVE USE ONLY

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

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: _____

Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention SST 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: _____

Follow-up with Reporter: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

Appendix B

In Class Curriculum and Instruction Relative to Bullying -Below is an account of what is or has been done in classrooms to address bullying in our district

Classroom Instruction

Grade	Description of Curriculum/Instruction
PreK-1	Second Step- Researched –Based program that feels like play but builds critical social and school-readiness skills that can help young children achieve more skills regarding how to get along with others. Guidance Counselor in every elementary to support Second Step. Guidance Counselors support classroom teachers with trainings and make connection with literature.
1-4	Second Step- Researched -Based program for Grades 1–4 help students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy kids who succeed. Guidance Counselors are in every elementary school to support Second Step. Guidance Counselors support classroom teachers with trainings and make connection with literature
5-6	Second Step- Researched –Based program helps students learn the protective skills to make good choices and stay engaged in school despite the pitfalls of substance abuse, bullying, cyber bullying, and peer pressure.
7	The 7th grade Health Curriculum continues with the Second Step philosophy which enables students to learn about and discuss the different forms of harassment and how to make positive decisions regarding conflict. We also have a comprehensive program for internet safety and cyber bullying. That program is the research based program NetSmartz. This program helps the students to see how dangerous and hurtful putting information on the internet can be. They also learn the proper channels to take to report such bullying.
8	The 8th grade Health Curriculum deals with the different types of relationships that students engage in. They learn the warning signs of destructive behaviors (bullying, dating violence, etc.) and how to resolve these conflicts through the proper channels
9	HEALTH CLASSES: LIFE MANAGEMENT SKILLS is a required course for Chelmsford High School freshman. The course is outlined by themes implementing the three areas of the health triangle which incorporates building personal physical wellness, mental wellness and social wellness. This course uses the “Bullying Continuum” four day lesson plan to build knowledge of the definitions of bullying, aggressor, bystander etc., the initial impact on the victim, and the link between the long term impact, self medication, depression and suicide. Students are given the opportunity to express their thoughts and ideas through writing, open discussion and teamwork. The entire Life Management Skills curriculum reinforces the objectives of these lessons throughout the semester by empowering students with the tools necessary to personally LIVE SMART physically, mentally and socially.
10-12	HEALTH CLASSES: During these years, the students are offered a variety of electives that support the current Mass State Frameworks. These classes also support the issues that teens are facing today especially bullying and how to handle themselves and help others during these times. The courses that are offered are Reality Check and The Power of Choice Check.

	<p>Reality Check is an elective for junior and senior students at Chelmsford High School. The course is outlined by themes implementing the three areas of the health triangle which incorporates building personal physical wellness, mental wellness and social wellness. This course uses the “Words that Hurt” two day lesson plan to define bully, aggressor, bystander etc. (This has been updated this year to fit the current state and district guidelines set by newly formed bully policies.) Students openly identify prevalent use of hurtful words and phrases used at Chelmsford High School, through text messaging and social networking sites. They use a discussion protocol to listen as others share the impact they have witnessed, heard of and personally felt. Students work together to create personal challenges and challenges within their peer group to break down the communication barriers to allow for reflection of the serious impact such behavior can have on the individuals, groups of student, and the school community as a whole. The entire Reality Check curriculum reinforces the objectives of these lessons throughout the semester by empowering students with the tools necessary to personally LIVE SMART physically, mentally and socially.</p>
9	<p>FRESHMAN LITERATURE: Throughout the ninth grade year, the English department uses it’s curriculum as a lens for students to understand themselves and their role in the world. A major focus of this role is their interactions with those around them. Naturally, this is a great way to incorporate bullying prevention by scaffolding the concepts that contribute to bullying and exploring them through literature and then connecting them to the students’ lives. Attached is a very brief overview of what is taught in 9th grade literature.</p>
10-12	<p>SOCIOLOGY & PSYCHOLOGY: During these classes, students learn and discuss the internal and external factors as to why people are aggressors. Also during this class they are taught about the different social interactions and how they can know the differences between them. Throughout this course curriculum the students learn to deal with the social stigmas attached to these factors and interactions. Attached is a very brief overview of what is taught during this class</p>
9-10	<p>MEDIA and LITERACY: Exploring how media and communication tools shape our relationship to society, each other, and ourselves...what that means for 21st century learners and activists...and what we can do about it. As a part of our study of media literacy, students are exposed to the positive and negative aspects of the World Wide Web and social media. Students will learn the constructive intent of these media, as well as how to deconstruct them for thorough knowledge. One addition goal will be to instruct students on creating positive digital footprints.</p>

Appendix C

In School Curriculum and Instruction Relative to Bullying - Below is an account of what has been done outside of the classroom to address bullying (e.g., assemblies, study groups, speakers, workshops, etc.)

Grade	Brief Description of Activity
K-4	Full Guidance Counselor in every elementary to support Second Step. Guidance Counselors support classroom teachers with trainings and make connection with literature. Grade levels meetings and assemblies addressing bullying and reinforcing Second Step. Vocabulary Word splashes. Second Step Liaisons in every elementary school, part of school improvement goals, study groups and book groups, code of conduct and rubric clearing defining bullying, bus rules and expectations, cafeteria, recess and playground rules, bulletin boards and posters throughout building (some student made), Name calling reporting form, school council parent discussions, specialist using Second Step problem solving strategies and vocabulary, PSP and IPSP Training in Second Step, new teacher training at elementary level .
5-8	Both Middle Schools have study groups pertaining to bullying and bullying prevention. These groups have been working to inform, not only staff, but students and parents as well, of all aspects of bullying and prevention. Both groups have been established for 3 years. The programs that have been established during these years are Mix It Up Day, Rachel Challenge, Let’s Get Real, Grade level Presentations, School Wide Assemblies. This year the middle schools have been involved with an assembly from MARC (Massachusetts Aggression Reduction Center), based out of Bridgewater State University. Also presentation by John Halligan, a father who is a direct victim of bullying, presents to schools and parents his point of view from a person (parent) who is dealing with a death due to bullying. Also the middle schools have after school groups such as Live Smart which deals with smart decision making and helping those who need a little help dealing with what life throws their way. Both middle schools participate in a Live Smart week. Through out the week each discipline in the school works into their curriculum a theme that is introduced each day. Also local Girl Scout troops have displayed Anti Bullying messages around the Middle School.
5-8	Guidance Counselors are supporters of the Second Step programs. The guidance counselors also go into classrooms to support the information that the Anti-Bullying groups, at each school, have established.
9	Kickoff Program for 9 th grade orientation, Summer training /orientation /monthly meetings, PLUS Block- four years advisee/advisor training, PLUS Parent Seminar- Social Networking, House System promotes small school connections
10	PLUS Parent Seminar social network issues, House System
11 -12	Training for Mentors –Kick off Program, Captains meetings, PLUS Parent Seminar social network, House System
K-12	Professional Training for all staff in the understanding of the new Anti Bullying law and how we, as a school system, can implement it into our schools. This training/presentation is offered through the Middlesex Partnerships for Youth.

Appendix D –

Elementary Bullying Rubric

Behavior	1 st Time	2 nd Time	3 rd Time	After 3 times...
Teasing or Exclusion - name-calling - whispering - making fun of someone - spreading rumors - hurting feelings -telling others not to be friends with someone	Loss of 1 recess Verbal and/or written apology given Or Complete the 'Think about if' form with principal, counselor, or parent as homework assignment	Loss of 2 recesses (1 per day) Complete the "think about if" form with principal, counselor, or parent as homework assignment Parent called	Loss 3 recesses (1 per day). Revise the 'Think about if' form Suggest that Parent imposes an appropriate consequence at home. Parent called	Develop an individual behavior plan w/ Counselor Parent and student meets w/ Principal and Counselor
Behavior	1 st Time	2 nd Time	3 rd Time	After 3 times...
Hitting -pushing - -slapping --grabbing	Loss of 1 recess Parent called Suggest that parent imposes appropriate consequence at home	Loss of 3 recesses(1 per day) Complete the "think about if" form Parent called	Loss of 5 recesses (1 per day) Revise the "think about if" form Parent called	Develop an individual behavior plan w/ Counselor Parent and student meets w/Principal and Counselor
Behavior	1 st Time	2 nd Time	3 rd Time	After 3 times...
Severe hitting, threats of violence , or severe harassment -punching/ kicking -tackling - tripping -throwing things - threatening - racial, ethnic or sexual comments	Loss of 3 recesses (1 per day) Complete the 'Think about if' form Parent called Severity of incident will dictate additional consequence	Loss of 5 recesses (1 per day) Complete the "think about if" form Parent called Severity of incident will dictate additional consequences	Develop an individual behavior plan w/ Counselor Parent called Parent and student meets w/ Principal and Counselor	Parent called to determine an appropriate consequence: - Stay after school for 30 minutes - Half-day In-School suspension - Restriction of a school privilege - other:

Middle School Bullying Rubric

Bullying: Definitions

Teasing (name calling, insulting, invading personal space, intimidating body language, or other behavior that would hurt others' feelings or make them feel bad about themselves)

Exclusion (starting rumors, telling others not to be friends with someone, gossiping, insulting, cyber-bullying, cutting in-line, or other actions that would cause someone to be without friends)

Physical Behavior (pushing, shoving, slapping, putting hands on others, defacing property, stealing/hiding property, tripping, knocking books)

Severe Physical Behavior (punching, kicking, and similar actions that may injure others)

Threat of Serious Violence (includes verbal and written threats, on-line and text messages)

Harassment (racial, ethnic or sexual name calling or other severe harassment)

Bullying: Rubric for disciplinary consequences

Behavior	First offense	Second offense	Third offense	Beyond three
Teasing or Exclusion Emotional/ Non-Physical	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 1 Quiet Lunch 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 2 Quiet Lunches 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 3 Quiet Lunches 4. After School Detention 	Develop individual plan.
Physical Behavior / Hitting Physical	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 2 Quiet Lunch 4. 1 after School Detention 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 3 Quiet Lunches 4. 2 after School Detentions 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. Student calls Parent 3. 1 (or more) days O.C.C. <p>Only Classes Consequence Student reports to main office and is escorted to and from all classes</p>	Develop individual plan.
Severe Physical Behavior, Threats of violence, Severe Harassment Severe Physical/ Emotional	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. In/out of school suspension based on severity of offense 3. Parent called 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. In/out of school suspension based on severity of offense 3. Parent called 	<ol style="list-style-type: none"> 1. Reflection Worksheet 2. In/out of school suspension until individual plan is developed. 3. Parent called 	Revise individual plan.

Chelmsford High School Bullying Rubric

Any student who feels unsafe or harassed should speak to his/her counselor, his/her Dean, a staff member or the Principal immediately. Any member of the CHS community who is aware of a student feeling unsafe or harasses should report this to a counselor, a dean, a staff member or the Principal immediately.

BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Emotional/ Non-Physical -cyberbullying -insulting -threatening -intimidating -humiliating by word or deed -retaliation to a target -vandalizing possessions	Up to 6 detentions Parental Notification Possible notification of proper authorities	Up to 5 day suspension Parental Notification Possible notification of proper authorities	3 to 5 day suspension Parental Notification Notification of proper authorities	5 to 10 day suspension Parental Notification Notification of proper authorities
Physical Assault	Up to 5 day suspension Parental Notification Notification of proper authorities	Up to 10 day suspension Parental Notification Notification of proper authorities Possible Pre- Expulsion or Pre-exclusion hearing	10 day suspension Parental Notification Notification of proper authorities Pre-Expulsion or Pre-exclusion hearing	10 day suspension Parental Notification Notification of proper authorities Pre-Expulsion or Pre-exclusion hearing

Behavior Rubric for Preschool

Examples of Possible Verbal Bullying Behavior	Intent	Interventions
<ul style="list-style-type: none"> -name calling -telling others not to be friends with someone -teasing -telling others to run away from someone 	<p>The behavior must be considered in the context that it happened and there must be discernible INTENT TO HURT.</p>	<ul style="list-style-type: none"> -process with students (target and bully) -model correct language -use 2nd step language -“think about it form” -inform Preschool Facilitator at 2nd and 3rd offense -parent will be informed by PS Facilitator at 2nd 3rd offense
Examples of Possible Physical Bullying Behaviors		
<ul style="list-style-type: none"> -hitting -spitting -biting -scratching -kicking -head butting -pushing 	<p>The behavior must be considered in the context that it happened and there must be discernible INTENT TO HURT.</p>	<ul style="list-style-type: none"> -write up incident report -inform PS Facilitator on 1st, 2nd, 3rd offense -process with students (target and bully) -model correct behavior -consult with psychologist -consult with behaviorist -institute behavior plans as needed -PS Facilitator will inform parents -refer to special ed if appropriate

In any incident when a student bullies another student, a referral will be made to the guidance counselor. This rubric is intended to be a guide when dealing with issues of bullying/harassment. School administration decisions are final may deviate from is listed in the rubric.

For More Information

For more information about the Chelmsford Public Schools, please visit our website at: <http://www.chelmsford.k12.ma.us/>



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