



Gill-Montague
Regional School District

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Bullying Prevention & Intervention Plan

Developed in collaboration with school committee members, administration, faculty, staff, students, parents, and community members

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Introduction

The Gill-Montague Regional School District is committed to educating the Whole Child, ensuring that each child in the district is *healthy, safe, engaged, challenged, and supported*. To this end, the Gill-Montague Regional School District is committed to providing all students with a safe learning environment that is free of bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behaviors that can impede student learning.

We understand 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 Gill-Montague Regional School District will take specific steps, outlined in this Plan, 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 Gill-Montague Regional School District 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.

The Gill-Montague Regional School District is also committed to ensuring that there are proactive and therapeutic responses available to the aggressors involved as well as to the targets because we believe that as a community we must not forget that aggressors are victims in their own way and that we must reach out to them proactively while at the same time holding them responsible for their behavior.

Leadership

Leadership Statement

The Gill-Montague Regional School District has placed a strong emphasis on the importance of educating the Whole Child - ensuring that each child in our district is healthy, safe, engaged, supported and challenged. Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Implementation Plans in the context of the Whole Child as well as 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. The leaders within the Gill-Montague Regional School District have primary responsibility for bully prevention and intervention in collaboration with the parents and community members of Gill, Erving and Montague.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the Gill-Montague Regional School District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. Each building principal is responsible for the implementation and oversight of the Plan at the building level and the ultimate district responsibility is that of the Superintendent of Schools of the Gill-Montague Regional School District.

Statement prohibiting bullying, cyberbullying, 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 act creates a hostile environment at school for the target or witnesses, infringes on their rights at school, or materially and substantially disrupts the education process or the orderly operation of the 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 MGL c. 71, §37o, nothing in this Plan requires the Gill-Montague Regional School District to staff any non-school related activities, functions, or programs.

Students with disabilities

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

Public Involvement

As required by M.G.L. c. 71, §370, the Gill-Montague Regional School District's Bullying Prevention & Intervention Plan has been developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

An Anti-Bullying Task Force was formed by Dr. Ladd, Superintendent of Schools, in September 2010 after soliciting membership from each constituency throughout July and August 2010. Margaret Hannah, Executive Director of the Freedman Center, was hired to serve as the facilitator for the Task Force.

The Task Force initially convened on October 12, 2010, in the Turners Falls High School Library. The names and roles of Task Force members are listed below:

Fr. Stan Askamit	Community Member
Hipolito Baez	Peer Mediation Coordinator, GMRSD
Jade Barker	Community Partnership Member
William Bertoni	Assistant Principal, TFHS
Emily Bissell	Guidance Counselor, GFMS
Joanne Blier	Parent
William Doyle	Montague Police Department
Gary Earles	Community Member
Marty Espinola	Director of Technology/Grants, GMRSD
Donna Fitzpatrick	Principal, GFMS/TFHS
Oliver Fournier-LeMay	Student, MES
Maggi Gunnison	Teacher, GFMS
Margaret Hannah	Task Force Facilitator, MSPP
Kathryn Hayden	Adjustment Counselor, MES
Kimberly Hearn	Assistant Principal, GFMS
Dr. Carl Ladd	Superintendent of Schools, GMRSD
Mike Langknecht	School Committee Member
Michele LeMay	Teacher & Parent, GMRSD
Elizabeth Musgrave	Principal, MES
Kara McLaughlin	Community Partnership Member
Bob Perlman	Teacher, TFHS
Joyce Phillips	School Committee Member

Connie Renaud
Karen Wartel
David Weidenfeld
Robert “Chip” Wood

Staff Member & Parent, GMRSD
Teacher, MES
Adjustment Counselor, GES/TFHS
Director of Curriculum & Instruction, GMRSD

Four sub-committees were formed to address particular items within the Plan that needed to be submitted to the Department of Elementary and Secondary Education (DESE) no later than December 31, 2010. A timetable for subsequent meetings was also agreed upon. The four sub-committees formed were:

Administrator
Curriculum & Professional Development
Parent and Community Education & Involvement
Resource Mapping & Needs Assessment

Each sub-committee had representation from the various constituencies present. Sub-committee meetings were to be held between the initial task force meeting and the deadline agreed upon for research reports to be submitted to the superintendent. Each sub-committee was charged with choosing a facilitator and scribe as well as determining the dates and frequency of meetings necessary to complete their tasks.

The following timeline was agreed upon:

October 12	Initial Task Force Meeting
October 29	Sub-Committee Research Reports due to Superintendent
November 9	Task Force Meeting – Create Draft / Action Plan
December 1	Task Force Meeting – Final Draft / Action Plan
December 8	Final Submission to Superintendent

This is an ongoing effort so the Task Force will be reconvened at least one time annually to evaluate the plan and the district’s efforts to address bullying issues. The membership of the Task Force will likely evolve and may contain different members, but there will always be a concerted effort to include community and parent participants as integral and valuable members.

Training and Professional Development

Under the requirements of M.G.L. c. 71, § 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. The Curriculum and Professional Development Sub-Committee has recommended that the Gill-Montague Regional School District continue to employ the use of proven social and character education initiatives already implemented with the district to provide proactive social and emotional curriculum as integrated into the students’ and staff’s daily academic life. Such approaches include the following age-appropriate and evidence-based curricula:

- Tools of the Mind (PreK-K)
- Keeping Kids Safe (K-2)
- Responsive Classroom (PreK-5)
- Developmental Designs (6-8)
- Middle School Peer Mediation Program (6-8) [informed by evidence-base]
- Bully Busters (6-8)
- STARS (6)
- Bully Busters Group – student-run/staff-facilitated (9-12)
- Main Street Academix (9-12)
- High School Peer Mediation (9-12) [informed by evidence-base]
- Advisory Program (9-12)
- SafeMeasures Student-Led Collaboration Action Research Project (9-12)
- NetSmartz.org (9-12)
- Training and education for students and staff on cyberbullying (9-12)

It is determined that the Gill-Montague Regional School District will continue collaboration and professional development with the Northeast Foundation for Children (NCF) and Responsive Classroom at the elementary level. This collaboration will include an emphasis on bullying behaviors and proactive strategies to help student learn the social skills needed to prevent displaying or supporting bullying behaviors or in becoming a target of bullying behaviors. At the high school level (9-12), the district will initiate a Bully Busters Group that is student run and staff facilitated. Implementation will be throughout the school year with specific dates to be determined as they correlate to the school calendar.

Professional Development

The Gill-Montague Regional School District will continue to provide training on cyberbullying from the Northwestern District Attorney’s Office or other qualified provider during district professional development days at the beginning of the school year (to include all personnel working with students, including bus drivers, cafeteria workers, and custodial staff). The school district will also provide repeat support for smaller presentations at the high school throughout the school year as appropriate. Implementation will begin with two staff meetings in Spring 2011 where anti-bullying presentations will be conducted.

The Gill-Montague Regional School District will allow for key staff members to be trained in anti-bullying procedures (attending workshops, etc.) and then develop presentations to implement with their building-specific staff members who did not receive the training, beginning in January 2011. An example of this method is the Train the Trainer training to be held by MARC on November 10, 2010, in which several key staff members (including counselors and administrators) will be trained in anti-bullying and cyberbullying procedures. In addition to onsite workshops for staff members, bibliographies and internet resources will be developed and distributed by administration and trained staff members for further research and understanding. These resources will be posted on the district website by January 2011.

As part of the Gill-Montague Regional School District’s ongoing efforts to provide professional development opportunities for support staff as well as professional staff, every effort will be made to reach out to all support staff in the district (paraprofessionals, administrative assistants, custodial/maintenance staff, cafeteria workers, bus drivers) to include them in the ongoing anti-bullying professional development opportunities. The district will also develop a packet of information (which will also be made available online on the district website) for each support staff member that will include the district policy, the district intervention and implementation plan, a copy of the reporting form and a reiteration that they are also mandatory reporters, and written guidance for accessing the appropriate personnel if instances of bullying are witnessed or suspected.

Needs Assessment / Resources

There have been a limited number of bullying incidents reported throughout the Gill-Montague Regional School District for the past several years. Through data obtained from the student information system (Admin-Plus), district-wide from October 1, 2008, to November 1, 2010, there were 13 reported incidents of bullying, with one occurrence at Great Falls Middle School and the remainder occurring at Turners Falls High School. According to the student information system reports, there were no reported incidents of bullying at any of the elementary schools in the district during this time period.

The Gill-Montague Regional School District participates annually in the Franklin County/North Quabbin Youth Risk Behavior Survey. The latest student survey was conducted in Spring 2010 and involved students in grades 8, 10, and 12. According to the survey results, there are significant numbers of students reporting that they have been targets of bullying within the past 12 months. The survey results are as follows:

	Grade 8	Grade 10	Grade 12
<i>Bullied on school property, past 12 mos.</i>	34%	22.2%	17.1%

It would seem that there are greater numbers of students who feel that they are being bullied than those reporting to adults, having their reports acted upon by faculty and staff, or the incidents are not being properly recorded. There will be an ongoing effort to accurately identify incidents of bullying, provide numerous avenues for reporting incidents of bullying, and proper recording of such incidents in the student information management system (Admin-Plus).

The Gill-Montague Regional School District is committed to gathering data on incidents of bullying in order to determine where and when incidents are occurring. The Resource Mapping and Needs Assessment Sub-Committee has determined that the school district needs to provide ways to survey staff, students and parents about bullying behaviors and school safety. This will include gathering data on locations where bullying most often occurs without adult supervision (locker rooms, bathroom, etc.). Further, surveys will need to include the collection of data that deals with bullying behavior from various populations. This will allow the school district to use

the findings to make informed decisions and recommendations for anti-bullying efforts, initiatives, and training.

In an effort to gather more specific data regarding school climate at Turners Falls High School, the Gill-Montague Regional School District has partnered with MainStreet Academix©, an innovative educational consulting firm specializing in school climate improvement and respectful schools research and evaluation. Through the SafeMeasures© Process as outlined by MSA, the students and faculty of Turners Falls High School are engaged in collaborative action research in a four-stage process: “Through this four-stage process MSA helps to bring together diverse teams of student and adult leaders to collect and analyze school climate data, set improvement goals, create action plans and initiate effective projects and activities that promote measurable school climate improvement” (<http://www.msanh.com/SafeMeasures.asp>, November, 2010).

As of November 1, 2010, students had completed the SafeMeasures student survey and the faculty and staff were in the process of completing their surveys. Students, in collaboration with adult facilitators, will serve as action researchers and present their findings to the faculty and administration. Based upon these findings specific goals will be developed with measurable action steps to be implemented by both students and faculty.

At the elementary and middle levels, the school district will use the MARC survey found on the Bridgewater State University website (<http://www.msanh.com/SafeMeasures.asp>). A MARC survey will also be offered to parents and staff at elementary and middle levels. These surveys will allow students, parents and staff to answer questions on bullying and the effects of school climate and safety issues from their perspectives.

In order to fully inform the parents and make them aware of the surveys, links to the surveys will be posted on the individual webpage of schools in the district where parents and staff will be able to choose the survey pertaining to them. Students surveys will be conducted during school hours. The school district will also utilize the One Call announcement service to notify all parents and staff about the survey, where to find it on the website, and a request to complete. All MARC surveys for elementary and middle school students, staff and parents will be completed by mid-January 2011.

It will be recommended to families in the district who do not have access to the internet to use the local or school library to connect to the MARC or Main Street Academix websites to take the surveys. For non-English speaking families who are unable to take the survey in English, the school will attempt to provide a translator to help assist in taking the MARC online survey in school.

The Resource Mapping and Needs Assessment Sub-Committee will use the most recent YRBS data (Youth Risk Behavior Survey) among 8th, 10th and 12th grade students when it becomes available to help develop more long-term solutions to bullying issues. The sub-committee is also planning on making two books available in the Turners Falls High School and Great Falls Middle School library. The two books (*The Bullying Prevention Handbook: A Guide for*

Principals, Teachers, and Counselors and Bullying Prevention & Intervention: Realistic Strategies for Schools) can be used as resources for school staff and possibly for future survey questions pertaining to bullying.

Results of the various surveys will be examined by the Resource Mapping and Needs Assessment Sub-Committee and district administration and shared with parents, staff, students and community members. Based on the survey results, the school district will use the information to develop initiatives or programs to address bullying issues, and will also use the information to improve policies and procedures already in place.

Outside Services Referrals

As part of our ongoing efforts to provide a multitude of services to students and parents in need, the Gill-Montague Regional School District currently contracts with *Clinical Support Options* in Greenfield, MA, to provide outside mental health services. Students and parents are referred to CSO on both an emergency and as-needed basis.

If a student is in need of emergency services, a telephone call is made to the parent(s) informing them the district is contacting CSO for emergency services. The district then contacts CSO to inform them that we have a child in crisis. CSO asks qualifying questions from the caller to assess the severity of the situation. At this point they will normally advise the parent to pick the child up from school and bring the child to CSO (or the Franklin Medical Center emergency room if after hours). There is also a mobile crisis unit that will come directly to the school to assess the child if the parent(s) cannot or does not come to the school to pick up the child.

Students may also be referred to CSO for outside services on an as needed basis. The parent(s) would be contacted by the school and an agreement reached together for outside resources or help. The building principal or his/her designee (such as a guidance/adjustment counselor or assistant principal) is responsible for contacting CSO and referring a student for services.

Contact information is as follows:

Clinical Support Options

1-800-562-0112

Academic and Non-Academic Activities

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the district's curricula. Curricula must be evidence-based. In the Gill-Montague Regional School District, a heavy emphasis has been placed for several years in implementing a proactive social and emotional curriculum that has been integrated into the students' and staff's daily academic life.

Such curricula include the following age-appropriate and evidence-based programs and initiatives:

- Tools of the Mind (PreK-K)
- Keeping Kids Safe (K-2)
- Responsive Classroom (PreK-5)
- Developmental Designs (6-8)
- Middle School Peer Mediation Program (6-8)
- Bully Busters Group (6-8)
- STARS (6)
- Bully Busters Group – student-run/staff-facilitated (9-12)
- MainStreet Academix (9-12)
- High School Peer Mediation (9-12)
- Advisory Program (9-12)
- SafeMeasures Student-Led Collaborative Action Research Project (9-12)
- NetSmartz.org (PreK-12)

In an effort to expand upon the district's current work, the school district is committed to further collaboration with the Northeast Foundation for Children (NFC) and Responsive Classroom at the elementary level. This will include an emphasis on bullying behaviors and proactive strategies to help students learn the social skills needed to prevent displaying bullying behaviors or becoming a target of bullying behaviors.

In addition to curricular solutions, the Gill-Montague Regional School District is committed to continuing to support the district's counseling team in implementing student supports that are informed by evidence-based programs and training. Examples of such supports are:

- Friendship Groups (Lower Elementary)
- Mission Possible (Upper Elementary)
- 5th Grade Social Groups
- Gay-Straight Alliance Group (9-12)

- Individual counseling that addresses pertinent issues including self-esteem, anxiety, depression, as well as anger management and coordination with outside agencies (6-12)
- Support Group focusing on self-esteem, interpersonal and social skills development and support for Life Skills program students drawing from The Circles and Skills-Streaming curriculums (9-12).
- Support Group offering general peer support addressing issues of adolescent development co-lead by a school psychologist and school adjustment counselor (9-12)

Students will be informed of the plan as developmentally appropriate throughout the school district. At the elementary level, faculty and administration will determine whether to hold an all-school meeting or disseminate information through Morning Meeting in individual classrooms. At the middle and high school levels, students will be informed of the plan through all-school meetings and reinforced during CPR at the middle school and Advisory at the high school.

Community members will be informed of the plan and its components through a variety of activities and events. In the first year of implementation, there will be several large group presentations that may include a parent/community presentation by a representative from MARC, inviting a guest speaker who has been involved with a bullying incident (i.e. *Confessions of a Bully*), etc. These events will be held in the Turners Falls High School Theater and televised to the entire Gill-Montague community through our local access channel.

In addition to these events, a poster campaign with a theme (“It Takes a Village”) will be conducted with posters placed around our communities (Gill, Erving, and Montague). We will also make announcements regarding various events and district initiatives at school, sporting, and community events beginning in January 2011.

Students with disabilities

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

Collaboration with Families

As part of the district plan, the law requires that the school district collaborate actively with parents and the community. The Gill-Montague Regional School District does actively seek out parental and community input into its educational programs through School Community Councils, Parent-Teacher Organizations, and various parent booster organizations. In addition to the parental outreach the district employs, the school district has an active and robust community partnership (Gill-Montague Community School Partnership) that was created several years ago

and brings together a wide variety of community agencies that work collaboratively with the school district around a host of issues affecting our students.

As part of the anti-bullying effort, the Gill-Montague Regional School District invited community members and parents to serve on the Task Force, which provided valuable insights and recommendations for outreach, education, and communication. Specific plans were made to provide additional information sessions and literature to the broader community. The goal of the Task Force is to educate parents and the broader community as well as students and faculty regarding bullying and its effects on the learning community.

The Gill-Montague Regional School District has already provided instruction for parents and students around the issue of bullying and cyberbullying. In Spring 2010, a representative of the Northwestern District Attorney's Office delivered a presentation to parents and the community describing the new law and its components, defining bullying and cyberbullying, and discussing prevention measures that parents could take to lessen their child's exposure to possible cyberbullying – either as a target or an aggressor. In addition, throughout the Fall 2010 and Spring 2011 the District Attorney's Office will be conducting instructional workshops for students at various grade levels throughout the district, discussing bullying and cyberbullying

The outline for our continuing collaboration with families and the community is as follows:

Parenting Programs

- a. By November 1, 2010, the district will update the Student Handbook to include the latest information about bullying and cyber-bullying.
- b. By November 15, 2010, four school district professional staff will be trained to provide up-to-date information to parents and community members.
- c. By November 26, 2010, the district will allow the anonymous reporting of bullying and/or cyber-bullying via paper forms, its web site and a phone and text messaging option.
- d. By April 1, 2011, the district will produce a packet of information for parents on bullying and cyber-bullying. The packet will be made available in each of the schools and on the district web site. It will be available in Spanish and other languages as needed.
- e. By May 1, 2011, students will have created and placed posters around the community on issues around bullying and cyber-bullying with the theme of "It Takes a Village".
- f. By May 1, 2011, the district will offer at least one educational program in the evening for parents and community members.
- g. By May 1, 2011, the district will create or purchase an educational video on bullying and cyber-bullying and promote its use by school staff, parent and community organizations. The video will be aired on the local community television station.
- h. By October 1, 2011, the district will promote and support the local Nurturing families Program by disseminating information to parents and encouraging participation.

- i. By December 1, 2011, the district will provide a program for parents on the harmful effects of bullying and cyber-bullying, Parents of a student who was bullied will be invited to speak.
- j. By May 1, 2012, the district in collaboration with community partners will present a concert with social justice and anti-bullying as its theme.

Community Partners

- a. The district will annually bring information to and seek input from the Gill-Montague Community School Partnership to determine how the partners can support the goals and actions of the district's plan.
- b. By November 1, 2011, the district will convene a forum that includes local health and human service agencies, parents and community members to plan ways that community organizations can reinforce the efforts of the school district in implementing its plan.
- c. The district will annually request that the Gill-Montague Community School Partnership and town government agencies support the goals and actions of the district's plan by making announcements at their meetings about the district's policies around bullying and cyber-bullying. The schools will also include such announcements in their various programs for parents and the public.
- d. The district will avail itself of the educational services of the District Attorney's Office in providing educational; programs for parents.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reporting Bullying or Retaliation

The Gill-Montague Regional School District has created a Bullying Incident Reporting form [see Appendix A] for anyone – parents, students, staff or community members – to report incidents of bullying. Reports of bullying or retaliation may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. The reporting form is also available online via the district website (www.gmrtd.org). The link to the form is on the left hand side of the home page under “Quick Links”. The district will make a variety of reporting resources available to the school community that include the Incident Reporting Form as well as a Safety Tip Line, which will allow students to text incidents or tips of bullying or retaliation anonymously and safely. The district’s reporting form will allow for anonymous reporting of alleged incidents if the reporter so chooses, and may be submitted electronically via the district website. Hard copies of the forms are also available in all of the school district buildings. In addition, all reported incidents of bullying will be forwarded to the Superintendent of Schools, along with the information regarding the investigation and outcome.

Use of the Bullying Incident Reporting Form is not required as a condition of making a report. The district will: (i) include a copy of the Bullying Incident Reporting Form in the Student Handbooks and in the beginning of the year packets for students and parents or guardians. A Student Handbook Addendum was sent to all parents in October 2010 [see Appendix B]; (ii) make it available in each school’s main office, the counseling office, the school nurse’s office, and other locations determined by the principal; (iii) make it available in various community locations, including but not limited to the Town Office, Municipal Library, and Montague Catholic Social Ministries; (iv) post it on the district’s website (www.gmrtd.org). The Incident Reporting Form will be made available in the most prevalent language(s) of origin of the district’s students and parents including but not limited to Spanish and Moldovan.

At the beginning of each school year, beginning with the 2011 – 2012 school year, the Gill-Montague Regional School District will provide the school community, including administrators, staff, students, and parents or guardians, with written notices 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 into student and staff handbooks, on the district website, and in information about the Plan that is made available to parents or guardians.

This is part of our continuing effort to combat bullying. We hope that providing easier access to a comprehensive reporting form will allow victims of bullying to come forward in order to receive appropriate help and support and administrators to respond appropriately to aggressors within our school system.

Reporting by Staff

Staff members are required, by law, to report any suspected acts of bullying to their building administrator, who in turn is responsible for conducting an investigation and notifying the Superintendent of Schools. Reports may also be made directly to the Superintendent of Schools if appropriate or desired.

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.

Reporting by Students, Parents or Guardians, or Others

The Gill-Montague Regional School District expects students, parents or guardians, or 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, or 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.

At the elementary level, students will be encouraged to discuss incidents of bullying with their classroom teachers, adjustment counselors, a trusted adult staff member, or with the principal or designee. Oral reports will be reduced to writing by the adult listener as necessary.

At the middle and high school levels, students will be encouraged to report incidents of bullying through all means available, including the online reporting form found on the district website as well as the Safety Tip Line. Students will be encouraged to reach out to a trusted teacher or other adult staff member, a guidance counselor, or with the principal or designee.

Responding to a Report of Bullying or Retaliation

We pledge to take each alleged incident of bullying seriously and will conduct a thorough investigation following the same process and procedure for all reported incidents in the Gill-Montague Regional School District.

Disciplinary action taken will be consistent with the policies and guidelines established by the Gill-Montague Regional School District as indicated by district policy and student/staff handbooks. Parents, students, staff and community members need to be aware, however, that disciplinary action will not be taken against any alleged aggressor based ***solely*** on an anonymous report.

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 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.

The principal or designee will make an immediate assessment regarding the safety of all individual students involved. If the incident reported involves off-campus bullying or cyberbullying, a determination will be made if there is an immediate threat to any students involved. If there is a positive determination, a report will be made immediately to the Montague Police Department. Further actions will be coordinated with our School Liaison.

If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be made immediately to the Montague Police Department. Further actions will be coordinated with our School Liaison.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a Safety/Conduct Plan with the students involved. The parents or guardians will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan.

Obligations to Notify Others

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, and will occur in writing either through email or written letter as well as via telephone. Every effort will be made to contact the parent or guardian in person, so it is imperative that parents or guardians maintain up-to-date contact information with the school district.

Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved 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

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 Montague Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements between the Gill-Montague Regional School District and the Montague Police Department. Also, if the 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 Montague Police Department if he/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 Liaison assigned by the Montague Police Department and other individuals the principal or designee deems appropriate.

Investigation

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged 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.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. One effect of this act is to make school records (including disciplinary records) a private matter. This means that the school

district is *prohibited* from sharing any information in a student’s record – including disciplinary information – to third parties without parental consent.

Massachusetts General Law similarly prohibits the dissemination of any student record information to third parties without parental consent (MGL 603 CMR 23.07[4]). The result of this is that school officials may not divulge how they have disciplined a student, even the parents of the target in the incident. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

The principal or designee will maintain a written record of the investigation [see Appendix B].

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations, and have been outlined on the Bullying Incident Reporting Form [see Appendix B].

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 benefiting from school activities. The principal or designee will: (i) determine what remedial action is required, if any, and (ii) 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 (FERPA and M.G.L. 603 CMR 23.07). 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 regarding the disciplinary action taken unless it involves a “stay away” order or other directive that the target must be made aware of in order to report violations.

Disciplinary Actions

If disciplinary action is required, the district will follow the provisions of the Student Handbook at the appropriate level. At the **elementary level (PK-5)**, if a finding of bullying is made, the **first offense** will result in a minimum one-day in-school suspension with parent conference and an initial meeting with a school counselor. If appropriate, an Apology of Action should be

developed and implemented. The *second offense* will result in a minimum three-day out-of-school suspension with a parent conference and an appropriate counseling plan developed either in-district or out-of-district prior to re-entry. The *third offense* would result in a minimum five-day out-of-school suspension with a parent conference and will require the parents to engage in out-of-district counseling services prior to re-entry into the school. Additional days may be added at the discretion of the principal depending upon the incident. Any subsequent incidents will result in an extended out-of-school suspension and possible expulsion proceedings.

At the **middle/high school level (6-12)**, if a finding of bullying is made, the *first offense* will result in a one-day out-of-school suspension with parent conference and a re-entry meeting with a school counselor; the *second offense* will result in a three-day out-of-school suspension with parent conference and an appropriate counseling plan developed either in-district or out-of-district; and a *third offense* will result in a five-to-ten-day out-of-school suspension and possible expulsion proceedings with parent conference.

False Accusations of Bullying

Students and parents also need to understand the seriousness of falsely reporting alleged bullying. The damage to the student who is falsely accused can be dramatic, and every effort should be made to educate all students about the seriousness of their actions. If a student is found to have falsely accused another person of bullying or harassment, he/she will be subject to disciplinary action. In addition, the student must participate in counseling – either in-district or out-of-district – as this is not only a disciplinary issue but a social/emotional issue as well.

At the **elementary level (PK-5)**, the *first offense* will result in a one-day in-school suspension with parent conference and an initial meeting with a school counselor. If appropriate, an Apology of Action should be developed and implemented. The *second offense* will result in a minimum three-day out-of-school suspension with a parent conference and an appropriate counseling plan developed either in-district or out-of-district prior to re-entry. The *third offense* will result in a minimum five-day out-of-school suspension with a parent conference and will require the parents to engage in out-of-district counseling services prior to re-entry into the school. Any subsequent offenses will result in an extended out-of-school suspension and possible expulsion proceedings.

At the **middle/high school level (6-12)**, the *first offense* will result in a one-day out-of-school suspension with parent conference and a re-entry meeting with a school counselor; the *second offense* will result in a three-day out-of-school suspension with parent conference and an appropriate counseling plan developed either in-district or out-of-district prior to re-entry; and a *third offense* will result in a five-to-ten day suspension and possible expulsion proceedings with parent conference.

In addition to providing limited in-district and encouraging more extensive out-of-district services to both targets and aggressors, we also recognize the potential need for family members to engage in counseling services if requested. The district will endeavor to meet those needs within our limited resources.

Regulated Discipline for Students Receiving Special Education

All students are expected to meet the requirements for behavior as set forth in district policy, student handbooks, and the district's Anti-Bullying Intervention Plan. The Individualized Education Plan (IEP) developed for identified students with disabilities eligible for special education services will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires modifications. Any modifications will be described in the IEP. The suspension and/or expulsion of students shall be handled in accordance with the Discipline Procedures outlined in the Federal Special Education Regulations, Sections 300.519 – 300.529.

1. A suspension of longer than ten (10) consecutive days or a series of suspensions that are shorter than ten (10) consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to suspension that constitutes a change in placement of a student with disabilities, the Team will convene a Manifestation Determination hearing.
3. If the Team determines that the behavior **IS NOT** a manifestation of their disability, then the district may suspend/expel the student consistent with policies applied to any student without disabilities. With the exception that the district must still offer an appropriate educational program to the student with disabilities which may be in another setting.
 - a. Regardless of the Manifestation Determination, the district may place the student in an interim alternative setting (as determined by the Team) for up to 45 days if the behavior involves weapons/illegal drugs/other controlled substance or the infliction of serious bodily injury on another person while at school or at a school function; or
 - b. If the district provides evidence that the student is "substantially likely" to injure themselves or others and a hearing officer orders the alternative placement; and
 - c. The interim alternative education setting enables the student to continue in the general curriculum to continue receiving services identified on the IEP, and provides services to address the problematic behavior.
4. If the Team determines that the behavior **IS** a manifestation of the disability, then the district takes steps (with the consent of the parent) to complete a functional behavioral assessment and behavioral intervention plan and does not suspend the student again during the school year. If a behavioral intervention plan is already in place, the Team reviews it and modifies it as necessary. The Team may modify the student's IEP and/or placement.
5. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays in placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.

Appendix A: Bullying Incident Reporting Form

Gill-Montague Regional School District
Incident Reporting Form

Bullying **Sexual Harassment (Title IX Violation)** **Civil Rights Violation**

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 (s) (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

9. Signature of Person Filing this Report: _____ **Date:** _____

(Note: Reports may be filed anonymously.)

**GILL-MONTAGUE REGIONAL SCHOOL DISTRICT
INVESTIGATION REPORT**

1. **Investigator(s):** _____ **Position(s):** _____

2. Interviews:

<input type="checkbox"/> Interviewed aggressor	Name: _____	Date: _____
<input type="checkbox"/> Interviewed target	Name: _____	Date: _____
<input type="checkbox"/> Interviewed witnesses	Name: _____	Date: _____
Name: _____		Date: _____

3. List of Documents and Tangible Evidence Reviewed:

4. Findings of Fact:

List Key Undisputed and Disputed facts regarding dates, times, site of incident, party names, ages, grade, protected group status, behaviors and language used, severity, duration, context.

1. Is the student on an IEP? Yes No

2. Any prior documented Incidents by the aggressor? Yes No

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

3. Any related prior incidents involving the alleged perpetrator and/or complainant? Yes No
(including patterns of behavior, locations, context, nature, scope, frequency, duration)

4. School's response

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

CONCLUSIONS FROM THE INVESTIGATION

1. What Happened? (date, time, site, who involved, age, group status, what each person said and did, incident chronology, words used, severity, duration, context including related incidents)

(attach summary)

Complaint substantiated: Yes _____ *No* _____ *Other* _____

2. *Interfered with or limited ability of "victim/target" to participate in or benefit from services, activities or privileges of school?*

Yes _____ *No* _____

3. *Created hostile, humiliating, intimidating or offensive educational environment for "victim(s)" / "target (s)"?*

Yes _____ *No* _____

4 *Other conduct/disciplinary Conduct Code Violations?*

**GILL-MONTAGUE REGIONAL SCHOOL DISTRICT
INVESTIGATION REPORT (continued)**

RESOLUTION OF THE COMPLAINT: Finding of Bullying or Retaliation: ____ yes ____ no

1. Contacts:

- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
 District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

2. Recommended Actions/Safety Planning (____ ATTACHED SAFETY PLAN FORM):

Disciplinary and Corrective Action (Perpetrator):

Corrective and Remedial Action (Victim/Target):

Remedial Action for School Community

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

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

ADMINISTRATIVE USE ONLY

Report forwarded to Principal: Date _____
(If principal was not the investigator)

Report forwarded to Superintendent: _____

Findings of Fact Made by: _____ **Date:** _____

Determination Made by: _____ **Date:** _____

Appendix B: Safety / Conduct Plan

Gill-Montague Regional School District Safety/Conduct Plan

This form is to be confidentially maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). The Safety/Conduct Plan is to be filed in the disciplinary record and incident entered into AdminPlus.

Directions: After the determination that an act of bullying or harassment has occurred and after appropriate discipline has been enforced, the Principal or Designee develops a safety/conduct plan with the student. The parent/guardian is involved in the development of the plan. Teachers/Teams are notified of the incident, parties involved and their roles in the incident. **Please check the appropriate box.**

<input type="checkbox"/> Safety Plan for Student Target	<input type="checkbox"/> Conduct Plan for Student Aggressor
--	--

Name of Student: _____ Grade: _____ School: _____

Brief Description of Incident: _____

Check-in Person: _____

Frequency and duration will not be less than two (2) times per week for a period of four (4) weeks

Number of times WEEKLY: _____ Number of WEEKS: _____ Plan Duration: ____ / ____ / ____ TO ____ / ____ / ____.

For more than three (3) objectives/strategies, attach additional sheets. When objectives/strategies seeking outside counseling/assistance, provide a list of qualified agencies. As Progress Reports are completed they should be attached to the Action Plan.

Objective / Strategy #1			
Implementer:			
Steps:			
Progress Reports Dates	One:	Two:	Three:
Teachers/Teams Notified <input type="checkbox"/> YES <input type="checkbox"/> NO		Copy to Parent/Guardian <input type="checkbox"/> YES <input type="checkbox"/> NO	
Objective Met <input type="checkbox"/> YES <input type="checkbox"/> NO If No, follow up:			
Implementer Signature:			Date:

Gill-Montague Regional School District Safety/Conduct Plan

This form is to be confidentially maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). The Safety/Conduct Plan is to be filed in the disciplinary record and incident entered into AdminPlus.

Objective / Strategy #2			
Implementer:			
Steps:			
Progress Reports Dates	One:	Two:	Three:
Teachers/Teams Notified <input type="checkbox"/> YES <input type="checkbox"/> NO		Copy to Parent/Guardian <input type="checkbox"/> YES <input type="checkbox"/> NO	
Objective Met <input type="checkbox"/> YES <input type="checkbox"/> NO If No, follow up:			
Implementer Signature:			Date:

Objective / Strategy #3			
Implementer:			
Steps:			
Progress Reports Dates	One:	Two:	Three:
Teachers/Teams Notified <input type="checkbox"/> YES <input type="checkbox"/> NO		Copy to Parent/Guardian <input type="checkbox"/> YES <input type="checkbox"/> NO	
Objective Met <input type="checkbox"/> YES <input type="checkbox"/> NO If No, follow up:			
Implementer Signature:			Date:

Parent Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Meeting/Contact with Parents (date): _____ **Follow-up:** _____

Meeting/Contact with Parents (date): _____ **Follow-up:** _____

Meeting/Contact with Parents (date): _____ **Follow-up:** _____

Appendix C: Student Handbook Addendum

This is the original addendum that was sent home to parents, staff and students in October 2010 as part of our initial effort to inform and notify them of the district's ongoing efforts to combat bullying in the district. The staff and student handbooks will have the updated information from the Anti-Bullying Intervention and Implementation Plan in Fall 2011.

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c.71, § 370) that are important for students, staff, and parents or guardians to know are described below.

These requirements will be included in the Gill-Montague Regional School District's Bullying Prevention and Intervention Plan ("the Plan"), which must be finalized no later than December 31, 2010. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school district will follow to prevent bullying and retaliation, or to respond when it occurs. In developing the Plan, the Gill-Montague Regional School District is consulting with school and local community members, including parents and guardians.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying 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/herself or of damage to his/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. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic device such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment 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 the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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.

Prohibition Against Bullying

Bullying is prohibited:

- On school grounds,
- On property immediately adjacent to school grounds,
- At a school-sponsored or school-related activity, function, or program, whether it takes place 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,
- Through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- At any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the educational 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 prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. The Gill-Montague Regional School District has created a Bullying Incident Reporting form for anyone – parents, students, staff or community members – to report incidents of bullying. The reporting form is available online via the district website (www.gmrdsd.org). The link to the form is on the left hand side of the home page under “Quick Links”. The district’s reporting form will allow for anonymous reporting of alleged incidents if the reporter so chooses, and may be submitted electronically via the district website. Hard copies of the forms are also available in all of the school district buildings.

Staff members are required, by law, to report any suspected acts of bullying to their building administrator, who in turn is responsible for conducting an investigation and notifying the Superintendent of Schools. Reports may also be made directly to the Superintendent of Schools if appropriate or desired. Staff members include but are not limited to: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, administrative assistants, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has

occurred, he or she shall: (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

The Gill-Montague Regional School District is committed to provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally 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 (vi) Internet safety issues as they relate to cyberbullying.

Additional information about the Gill-Montague Regional School District's Bullying and Intervention Plan will be made available when it is finalized.

Professional Development

The Gill-Montague Regional School District will continue to provide training on cyberbullying from the Northwestern District Attorney's Office or other qualified provider during district professional development days at the beginning of the school year (to include all personnel working with students). The school district will also provide repeat support for smaller presentations at the high school throughout the school year as appropriate. Implementation will begin with two staff meetings in Spring 2011 where anti-bullying presentations will be conducted.

The Gill-Montague Regional School District will allow for key staff members to be trained in anti-bullying procedures (attending workshops, etc.) and then develop presentations to implement with their building-specific staff members who did not receive the training. An example of this method is the Train the Trainer training to be held by MARC on November 10, 2010, in which several key staff members (including counselors and administrators) will be trained in anti-bullying and cyberbullying procedures. In addition to onsite workshops for staff members, bibliographies and internet resources will be developed and distributed by administration and trained staff members for further research and understanding. These resources will be posted on the district website.