

# *Holliston Public Schools 2011-2012*



## *Bullying Prevention and Intervention Plan*

"To develop learners, one must be a learner."

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Updated 3/11/11

## **Bullying Prevention & Intervention Plan**

On September 13, 2010, the Assistant Superintendent and the Director of Student Services met with the principals of each building to discuss the Bullying Prevention and Intervention Plan. On October 12, 2010, the Assistant Superintendent and the Director of Student Services met with the assistant principals and several principals to develop a draft Bullying Prevention and Intervention Plan ensuring that Holliston Public Schools are in compliance with the new Massachusetts anti-bullying law (S.2323) passed in May 2010. Footnote: The law, in its entirety, may be found at: <http://www.mass.gov/legis/laws/seslaw10/s/100092.htm>.

### Findings:

- A review of the requirements of the new law and the current status of practices in Holliston Public Schools (HPS) regarding anti-bullying curriculum, professional development, student handbooks, procedures, and special education provisions

### Handbook and Procedures:

- Procedures for reporting, investigating, and documenting allegations of bullying
- Guidelines for remediation and disciplining aggressors

This Bullying Prevention and Intervention Subcommittee's understanding is that the preliminary draft will be shared with the Social/Emotional Summit Committee developed in 2009/10 for their input. After their input, changes will be considered and the document will be shared with the school district and the community at large for their input. After a period of time for public review, the subcommittee will meet and discuss changes that need to be made given the community input. After these changes, the district will submit the Bullying Prevention and Intervention Plan to the School Committee and then the Department of Elementary and Secondary Education by December 31, 2010.

We hope the readers of this Bullying Prevention and Intervention Plan will support our work in complying with the new law and in providing a safe learning environment.

We thank Needham, Wayland and Walpole Public Schools for sharing their ideas regarding the Bullying Prevention and Intervention Plan.

**Holliston Public Schools Social/Emotional Summit Committee Members**

**Linda Weene, Principal/Placentino Elementary School**  
**Terry Stewart, Assistant Principal/Placentino Elementary School**  
**Carol Dicruttalo, Student Services Administrator/Placentino Elementary School**  
**Heather Dalton, Guidance Counselor/Placentino Elementary School**  
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**Jessica Smith, Psychologist/Placentino Elementary & Miller Elementary Schools**  
**David Keim, Principal/Miller Elementary School**  
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**Brielle Chadsey, Guidance Counselor, Miller Elementary School**  
**Erin Shea, Guidance Counselor/Miller Elementary School**  
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**Carol Kelley, Department Chair for Guidance/Holliston High School**  
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**Joan Clowes, Social Worker/Holliston High School**  
**Susan Bradbury, District Wellness Curriculum Specialist**  
**Sonya Merian, District ELL Coordinator**  
**Margaret Fitzpatrick, Director/Holliston Youth & Family Services**

**Holliston Public Schools Bully Prevention and Intervention Subcommittee**

**Timothy Cornely, Assistant Superintendent for Curriculum and Instruction**  
**Sandra C. Einsel, Ph.D., Director of Student Services**  
**Linda Weene**  
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**Peter Botelho**  
**John Harutunian, Ed.D.**  
**Nicole Adams**

## **Anti-Bullying Priority Statement**

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**The Holliston Public Schools are committed to providing all students with a learning environment that is free from bullying, cyber-bullying and retaliation. We believe that preventing and intervening in these harmful behaviors is one component of our larger effort to promote social skills within our school environment. Our comprehensive efforts to support all students, preschool through grade 12, include:**

- implementing policies and practices to help students develop social and emotional competencies;**
- providing a caring and safe school environment where all students have an opportunity to participate and learn;**
- clearly articulating expectations for student behavior and providing the support necessary to help each student meet those expectations; and**

**developing and maintaining a Bullying Prevention Plan consistent with State and Federal laws, Holliston Public Schools core values, and best educational practice.**

## Findings of the Anti-Bullying Work Group

### Summary of Findings:

1. HPS are compliant with the new law in the following areas:
  - Reporting and investigative procedures have been developed by HPS
  - District and community input via Holliston Public Schools website
  - Anti-bullying curriculum is in place at the elementary and middle school levels
  - HPS has mechanisms for collecting student survey data regarding bullying at the high school level (Metro-West Community Health Youth Risk Survey)
  - New anti-bullying language is in place in all student, parent and faculty handbooks
  - School Committee developed and accepted a new Bullying Prevention Policy
  
2. HPS are still not compliant in the following areas:
  - Implementation of professional development training for all staff throughout the system in the policy and procedures regarding bullying, its prevention and intervention strategies
  - Special Education staff needs to be made aware of new requirements of the law and modifying IEPs as they come up for revision if applicable
  - The Technology Acceptable Use Policy (IJNDB) needs to be updated to refer to the new Bullying Prevention Policy
  - Implementation of “in-depth” parent education at all levels
  - Implementation of full range of reporting mechanisms at all levels (e.g., anonymous reporting at all levels)
  - Implementation of high school curriculum regarding bullying
  - K-12 alignment of anti-bullying curriculum

### Timeline for Remaining Work:

<b>Timeline for Remaining Work:</b>  <b>January 2011</b>	<ul style="list-style-type: none"> <li>• Review research-based curriculum for high school</li> <li>• Review additional curriculum to supplement current curricula at the elementary and middle schools</li> <li>• Sign staff up for bullying prevention and cyber-bullying training</li> </ul>
<b>February 2011</b>	<ul style="list-style-type: none"> <li>• Develop a professional development plan regarding bullying prevention and intervention including cyber-bullying</li> </ul>
<b>March/April 2011</b>	<ul style="list-style-type: none"> <li>• Meet with committee to review feedback by state</li> </ul>
<b>June 30, 2011</b>	<ul style="list-style-type: none"> <li>• State releases guidelines for curriculum</li> <li>• Begin developing/adopting/aligning curriculum</li> </ul>
<b>Fall 2011</b>	<ul style="list-style-type: none"> <li>• Staff, student, and parent training</li> </ul>



## Key Requirements of New Law and Holliston Public Schools Status Notes

Requirements	Due Date	HPS Finding/Status
<p><b>Internet Safety</b></p> <ul style="list-style-type: none"> <li>Public schools... must have an internet safety policy to protect students from inappropriate materials and subject matter. The policy, and standards and rules enforcing it, must be determined by the School Committee in cooperation with the superintendent,... Parents must be notified of the policy and related rules.</li> </ul>	<p>Winter 2010/11</p>	<ul style="list-style-type: none"> <li>Cyber-bullying information will be included in the new Bullying Prevention Policy</li> <li>Train staff regarding MARC training on bullying prevention and cyber-bullying</li> <li>Update Acceptable Use Policy and notify students, parents, and staff prior to 2011-2012 school year</li> </ul>
<p><b>Bullying Prevention Instruction</b></p> <ul style="list-style-type: none"> <li>Each school district ... is required to provide age-appropriate instruction on bullying prevention for students in each grade that is incorporated into the curriculum of the school or district. The curriculum must be evidence-based, and information about it must be made available to parents and guardians.</li> <li>...The DESE will post on its website at <a href="http://www.doe.mass.edu/ssce/">www.doe.mass.edu/ssce/</a> bullying prevention and intervention resources, and throughout the summer will continue to update this information and include evidence-based curricula, best practices, and academic-based research.</li> <li>...the DESE will publish guidelines for the implementation of social and emotional learning curricula in grades kindergarten through 12, inclusive, <b>by June 30, 2011</b></li> </ul>	<p>School districts, charter schools, DESE-approved private special education schools, and collaborative schools must provide instruction to students and information to parents/guardians beginning in the 2010-2011 school year.</p>	<ul style="list-style-type: none"> <li>Anti-bullying curriculum is in place in elementary and middle schools</li> <li>Some anti-bullying curriculum is embedded in HHS and Adams Wellness curriculum</li> <li>DESE needs to provide guidelines for curriculum</li> <li>DESE needs to provide curriculum resources</li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>School districts... must implement, for all school staff, professional development that includes developmentally appropriate strategies for bullying prevention and intervention, research findings on bullying, and information on cyber-bullying and internet safety.</li> <li>The DESE will provide schools with information on ways to fulfill the law's professional development requirements, including at least one resource that is available at no cost to schools. By August 31, 2010, the DESE will issue a report on cost-effective professional development resources.</li> </ul>	<p>School districts, charter schools, DESE-approved private special education schools, and collaborative schools must put professional development plans in place for the 2010-2011 school and initiate training.</p>	<ul style="list-style-type: none"> <li>See what DESE recommends</li> <li>Develop a process to educate all staff including volunteers, custodians, bus drivers</li> <li>Explore use of outside vendors to provide training, e.g. MARC.</li> <li>Most staff received a preliminary overview of the new law and procedures at the beginning of the school year.</li> </ul>

## Key Requirements of New Law and Holliston Public Schools Status Notes

Requirements	Due Date	HPS Finding/Status
<p><b>Requirement for Student Services</b>            For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.</p> <p>Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.</p> <p>Guidance from the DESE on implementing the new law for students with disabilities is <b>forthcoming</b>.</p> <p><b>Diverse Student Populations</b>            For diverse student populations, including but not limited to, cultural, linguistic, religious, social/economic, or gender/sexual differences, there needs to be increased awareness by staff of bullying, harassment, and teasing regarding these differences.</p>	<p>These provisions apply to IEPs convened from May 3, 2010, forward.</p>	<ul style="list-style-type: none"> <li>• Sandra C. Einsel, Ph.D., Director of Student Services has been notified of the new provisions.</li> <li>• Recommendations:               <ol style="list-style-type: none"> <li>1. Does not require revision of all IEPs retroactively; review at each student's meeting during the 2010-2011 school year.</li> <li>2. Language to be reflected in the goal regarding self-advocacy, prevention and protecting</li> <li>3. Service provisions if appropriate</li> </ol> </li> </ul> <p>Staff will be trained to be sensitive to the diverse student population.</p>

**PLACENTINO ELEMENTARY SCHOOL & MILLER ELEMENTARY SCHOOL**  
**SUMMARY OF STATUS OF HOLLISTON PUBLIC SCHOOLS CURRENT ANTI-BULLYING PRACTICES**

	<b>CURRICULUM</b>	<b>PROFESSIONAL DEVELOPMENT</b>	<b>STUDENT HANDBOOK</b>	<b>STAFF PROCEDURES</b>	<b>PARENT TRAINING</b>	<b>STUDENT SERVICES/SPED</b>
<b>Elementary Schools</b>	<ul style="list-style-type: none"> <li>* K-5 Open Circle Curriculum, including updated anti-bullying lessons</li> <li>* Skillstreaming techniques at Placentino (Skillstreaming is a psychoeducational, behavioral approach for providing instruction in prosocial skills.) <i>McGinnis and Goldstein</i></li> <li>* Placentino Principal does annual “teasing talks” with all students</li> <li>* Positive Behavior supports on Placentino buses and in cafeteria</li> <li>* Annual anti-bullying assembly with follow-up conversations at Miller</li> <li>* Great Body Shop - grade 5</li> <li>* Social Pragmatics/Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>* Staff (teachers &amp; paraprofessionals) trained in Open Circle. Ongoing training for new staff</li> <li>* Guidance staff have attended multiple trainings on anti-bullying and social skills</li> <li>* Administrators have attended trainings through District Attorney’s Office</li> </ul>	<ul style="list-style-type: none"> <li>* Core values</li> <li>* Miller handbook includes anti-bullying policy</li> <li>* Placentino handbook includes child-friendly text regarding teasing. It emphasizes Open Circle language and includes examples/ activities for children to practice at school and home</li> </ul>	<ul style="list-style-type: none"> <li>* Training regarding reporting of bullying for investigation</li> <li>* Weekly guidance meetings</li> <li>* Student Assistance Teams</li> <li>* Meetings for children in crisis (SCAN at Placentino/Crisis Team at Miller)</li> </ul>	<ul style="list-style-type: none"> <li>* Open Circle parent training (ongoing)</li> <li>* Parent information evening regarding bullying</li> </ul>	<p>Section 7 – Requirements for Students with Disabilities “For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, par 3, as amended by Chapter 92 of the acts of 2010.)</p> <p>Whenever the IEP Team evaluation indicates that a student’s disability affects social skills development, or when the student’s disability makes him or her vulnerable to bullying, harassment, to teasing, the IEP must address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing.”</p> <p>Culturally and linguistically diverse students who need ELL services are provided those services. Staff to complete ongoing training in diverse student populations needs.</p>

## ADAMS MIDDLE SCHOOL

### SUMMARY OF STATUS OF HOLLISTON PUBLIC SCHOOLS CURRENT ANTI-BULLYING PRACTICES

	CURRICULUM	PROFESSIONAL DEVELOPMENT	STUDENT HANDBOOK	STAFF PROCEDURES	PARENT TRAINING	STUDENT SERVICES/SPED
<b>Middle School</b>	<ul style="list-style-type: none"> <li>* Piloting Second Step as anti-bullying curriculum in grade 6.</li> <li>* Utilize Human Relations Media lessons in the Wellness program in grades 6-8.</li> <li>Students will: learn that bullying is repeated, intentional and a power difference; be empowered with strategies to combat and stop negative behaviors; recognize the negative consequences that can result from bullying/cyber-bullying; be empowered with strategies to make smarter, more informed decisions when using cell phones and other forms of technology.</li> <li>* Piloting <i>CyberSmart!</i> for cyber-bullying training.</li> <li>* Annual anti-bullying assembly with follow-up conversations on teams.</li> <li>* Invite guest speakers such as Joani Geltman to discuss effective parenting strategies.</li> <li>* HHS peer leaders and Adams guidance team led discussion on school-wide viewing of <i>Odd Girl Out</i> as well as two lessons dealing with hurtful teasing and standing up to peer pressure in sixth grade.</li> <li>* Designed and implemented school climate and bullying surveys.</li> </ul>	<ul style="list-style-type: none"> <li>* Selected staff attended multiple trainings on anti-bullying and cyber-bullying.</li> <li>* Administrators/Staff attended “Safety Summit” workshops organized by Middlesex District Attorney’s Office.</li> </ul>	<ul style="list-style-type: none"> <li>* Core values</li> <li>* Adams handbook includes anti-bullying and cyber-bullying policy.</li> </ul>	<ul style="list-style-type: none"> <li>* Training regarding reporting of bullying to guidance and administration.</li> <li>* Student Support Team meetings between guidance, administration, school nurse and psychologist.</li> <li>* Student Assistance Team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>* Annual cyber-bullying in conjunction with Middlesex District Attorney’s Office.</li> <li>* Facebook Workshop training led by HHS students and Adams staff.</li> </ul>	<p>Section 7 – Requirements for Students with Disabilities “For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, par 3, as amended by Chapter 92 of the acts of 2010.)</p> <p>Whenever the IEP Team evaluation indicates that a student’s disability affects social skills development, or when the student’s disability makes him or her vulnerable to bullying, harassment, to teasing, the IEP must address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing.”</p> <p>Culturally and linguistically diverse students who need ELL services are provided those services. Staff to complete ongoing training in diverse student populations needs.</p>

## HOLLISTON HIGH SCHOOL

### SUMMARY OF STATUS OF HOLLISTON PUBLIC SCHOOLS CURRENT ANTI-BULLYING PRACTICES

	<b>CURRICULUM</b>	<b>PROFESSIONAL DEVELOPMENT</b>	<b>STUDENT HANDBOOK</b>	<b>STAFF PROCEDURES</b>	<b>PARENT TRAINING</b>	<b>STUDENT SERVICES/SPED</b>
<b>High School</b>	<p>Bullying is covered in the Wellness curriculum in both grades 9 &amp; 10. Lessons center around the roles students take, intervention and reporting. Additionally, tolerance and acceptance of others is a recurring theme in many of our Wellness electives and humanities courses.</p>	<p>We have talked extensively at our faculty meetings about recognizing, reporting and dealing appropriately with bullying and harassment. These discussions happen on a yearly basis.</p>	<p>Bullying and harassment are both covered in our Student/Parent Handbook. Sections about recognition, reporting and consequences are all included.</p>	<p>Bullying and harassment are both covered in our Faculty handbook. The procedures for dealing with both are explicit. We also reiterate and emphasize the responsibilities of teachers throughout the year.</p>	<p>We have done no parent training to date explicitly dealing with bullying. We cover communication of all urgent issues when we meet with parents of incoming students, parents of ninth graders and all parents during back to school night.</p>	<p>Section 7 – Requirements for Students with Disabilities “For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing. (See M.G.L. c. 71B, par 3, as amended by Chapter 92 of the acts of 2010.)</p> <p>Whenever the IEP Team evaluation indicates that a student’s disability affects social skills development, or when the student’s disability makes him or her vulnerable to bullying, harassment, to teasing, the IEP must address the skills &amp; proficiencies needed to avoid &amp; respond to bullying, harassment, or teasing.”</p> <p>Culturally and Linguistically Diverse students who need ELL services are provided those services. Staff to complete ongoing training in diverse student populations needs.</p>

<i>Policy</i>	<i>Title</i> <b>BULLYING PREVENTION</b>	<i>Code</i> <b>JICFB</b>
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***HOLLISTON***

The Holliston Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“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:

- \* causes physical or emotional harm to the target or damage to the target’s property;
- \* places the target in reasonable fear or harm to him/herself, or of damage to his/her property;
- \* creates a hostile environment at school for the target;
- \* infringes on the rights of the target at school; or
- \* materially and substantially disrupts the education process or the orderly operation of a school

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- \* wire
- \* radio
- \* electromagnetic
- \* photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- \* on school grounds;
- \* on property immediately adjacent to school grounds;
- \* at school-sponsored or school-related activities;
- \* at functions or programs whether on or off school grounds;
- \* at school bus stops;
- \* on school buses or other vehicles owned, leased or used by the school district; or,
- \* through the use of technology or an electronic device owned, leased or used by the Holliston Public Schools

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Holliston School District if the act or acts in question:

- \* create a hostile environment at school for the target;

- \* infringe on the rights of the target at school; and/or
- \* materially and substantially disrupt the education process or the orderly operation of a school

### **Prevention and Intervention Plan**

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

### **Reporting**

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying and retaliation for reporting bullying as well. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying or retaliation for reporting bullying as soon as possible to a member of the school staff.

A member of a school staff shall immediately report any instance of bullying or retaliation for reporting bullying that the staff member has witnessed or become aware of to the school principal or their designee.

### **Investigation Procedures**

The principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found,

and whether disciplinary action has or shall be taken. At a minimum the principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

**Retaliation**

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

**Target and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

**Publication and Notice**

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Holliston Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

First Reading:	
Second Reading:	
Third Reading:	
Policy Adopted:	
Policy Amended:	November 18, 2010; March 17, 2011
Legal References:	Title VII, Section 703, Civil Rights Act of 1964 as amended, Federal Regulation 74676 issued by EEO Commission, Title IX of the Education Amendments of 1972, Board of Education 603 CMR 26:00, MGL 71:37O; 265:43; 265:43A; 268:13B; 26914A
Policy Cross Reference:	AC (Notice of Nondiscrimination); ACAA (Harassment); JIC (Expected Conduct); JICFA (Hazing – Prohibition of); IJNDB (Technology Acceptable Use Policy)
Procedure Reference:	

## DEFINITIONS

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.*

Aggressor is a student who engages in bullying, cyber-bullying, 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.

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

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, cyber-bullying, or retaliation has been perpetrated.

## **Reporting Bullying or Retaliation**

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A staff member is expected to report immediately to the principal or designee when s/he witnesses or becomes aware of conduct that may be bullying or retaliation. 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 of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written (Please see Page 26). Oral reports made by or to a staff member will be recorded in writing by the staff member. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The school or district will make a variety of reporting resources available to the school community, including an Incident Reporting Form (Please see Page 26) and a dedicated mailing address.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. However, no disciplinary action may be taken against a student solely on the basis of an anonymous report. Anonymous reports may be made by downloading the Incident Report Form and returning it to the building principal.

Use of an Incident Reporting Form is not required as a condition of making a report. Oral reports and other written reports will be treated as Incident Reports and will be investigated. 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;
- 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 in Needham, which in school year 2010-2011 are English, Spanish and Russian. If a parent/guardian or student requires an Incident Report Form in a language other than these three, the individual should make this request to the Principal or guidance counselor.

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.

## Responding to a Report of Bullying or Retaliation

The principal is responsible for creating a culture of safety, security, and health within the school. Ensuring a sense of safety, investigating an incident, and following up on an incident of bullying will all fall under the responsibility of the principal or the designee.

### 1. **Safety will be a priority.**

Before investigating the allegations of bullying or retaliation, the principal or designee will do the following:

- Assess the need to restore a sense of safety to the alleged target
- Assess the need to protect the alleged target
- Provide strategies for protection for:
  1. students who report bullying
  2. students who provide information during an investigation
  3. students who witness or provide reliable information about an act of bullying
  4. Strategies may be as simple as changing seating arrangements, or schedule alterations, or a check- in with the guidance counselor.

When an incident is investigated, and bullying is determined to have occurred, a disciplinary response and an educational response will be determined for the aggressor.

- Put in place supports, such as an action plan, for the aggressor.
- This action plan may include frequent check-ins, meetings with the guidance counselor, a family meeting or referral for outside supports.

The target’s needs will be evaluated, and the safety of and support for the target will be a priority of the school’s principal.

Additional supports for target, aggressor, witnesses and reporters:

## District Curriculum Accommodation Plan

School/Level	Students’ Accommodations	Teachers’ Assistance
Elementary Schools: Grades PreK and K	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated Instruction</li> <li>• Reading Support</li> <li>• ELL Support</li> <li>• Translation for ESL families as needed</li> <li>• Leveled Books for Reading Groups</li> <li>• Technology support in Reading and Math</li> <li>• Computer Lab/Class for instructional support</li> <li>• Assistive Technology</li> <li>• Pearson “My Sidewalks” Program for Reading support</li> <li>• Pearson “Diagnostic and Intervention System” for Math support</li> <li>• Individualized behavior management plans</li> <li>• Guidance Support</li> <li>• Speech and Language support</li> <li>• Frequent communication with parents</li> <li>• Placentino website with home/school</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Coordinators for English Language Arts and STEM</li> <li>• Collaboration/consultation with related services specialists i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators</li> <li>• Technology Integration Specialist</li> <li>• ESL facilitator</li> <li>• Occupational Therapy Toolkit</li> <li>• Curriculum Center</li> <li>• Common Planning Time for Classroom Teachers to discuss assessments, common unit/lesson planning, and student issues, etc.</li> <li>• Student Assistance Team</li> <li>• Grade Leaders</li> <li>• BCBA to support all staff</li> <li>• SSA to provide building based supports</li> </ul>

	connection links/resources for curriculum and home/school information	<ul style="list-style-type: none"> <li>• Mentor Program</li> </ul>
Elementary Schools: Grades 1-2	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated Instruction</li> <li>• Title 1 Reading and Math support</li> <li>• Reading Recovery Strategies in small group and 1:1</li> <li>• ELL support</li> <li>• Translations for ESL families as needed</li> <li>• Leveled books for Reading Groups</li> <li>• Technology support in Reading and Math</li> <li>• Computer lab/class for instructional support</li> <li>• Assistive Technology</li> <li>• Pearson “My Sidewalks” Program for Reading support</li> <li>• Pearson “Diagnostic and Intervention System” for Math support</li> <li>• Lexia laptop program</li> <li>• Individualized behavior management plans</li> <li>• Guidance Support</li> <li>• Speech and Language support</li> <li>• Frequent communication with parents</li> <li>• Placentino website with home/school connection links/resources for curriculum and home/school information</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Coordinators for English Language Arts and STEM</li> <li>• Collaboration/consultation with related services specialists i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators</li> <li>• Technology Integration Specialist</li> <li>• ESL facilitator</li> <li>• Curriculum Center</li> <li>• Occupational Therapy Toolkit</li> <li>• Common Planning Time for Classroom Teachers to discuss assessments, common unit/lesson planning, and student issues, etc.</li> <li>• Student Assistance Team</li> <li>• Grade Leaders</li> <li>• BCBA (Board Certified Behavioral Analyst) to support all staff</li> <li>• SSA (Student Services Administrator) to provide building based supports</li> <li>• Mentor Program</li> </ul>
Elementary Schools: Grades 3-5	<ul style="list-style-type: none"> <li>▪ Small group instruction/ELL support</li> <li>▪ Individualized behavior management plans</li> <li>▪ Computer Assisted Instruction</li> <li>▪ Guidance counselor referral</li> <li>▪ Study skills tutorial</li> <li>▪ After/Before School academic support</li> <li>▪ Lunch group</li> <li>▪ Frequent progress notes for parents</li> <li>▪ Monitored use of student planner</li> <li>▪ See Attached RTI Toolkit</li> </ul> <p>See attached Student Assistance Team process</p>	<ul style="list-style-type: none"> <li>▪ Collaboration/consultation with related service specialists, i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators</li> <li>▪ ESL Facilitator</li> <li>▪ Student Assistance Team</li> <li>▪ Grade Leaders</li> <li>▪ BCBA (Board Certified Behavioral Analyst)</li> <li>▪ SSA (Student Services Administrator)</li> <li>▪ Mentor Program</li> </ul>
Middle School: Grades 6-8	<ul style="list-style-type: none"> <li>• Differentiated instruction and assessments</li> <li>• Use of multi-modal presentations of materials</li> <li>• Identification and appropriate response to the student’s learning style</li> <li>• Flexible grouping including opportunities for collaborative learning and peer teaching</li> <li>• Implementing strategies to assist students in making classroom transitions</li> <li>• Explicit teaching of study skills strategies</li> <li>• Scaffolding/ breaking down long-term assignments</li> <li>• Allow additional time for completion of tasks</li> <li>• Regular communication with parents</li> <li>• Provide timely and specific feedback about student performance</li> <li>• Utilization of technology/computer-assisted instruction</li> <li>• Guidance counselors work with teachers to identify students who are struggling and check in with them regularly</li> <li>• Provide after school study groups and require</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with administration, school psychologist, social worker, guidance counselor; special needs staff, math/science curriculum Specialist, ELA/SS support personnel and other specialists</li> <li>• ESL Tutor</li> <li>• Student Assistance Team</li> <li>• Collaborative Team Meetings</li> <li>• BCBA (Board Certified Behavioral Analyst)</li> <li>• SSA (Student Services Administrator)</li> <li>• Mentor Program</li> <li>• Consult with outside specialists</li> </ul>

	<p>regular after school help sessions with classroom teachers.</p> <p>ELL support and accommodations</p>	
<p>High School: Grades 9-12</p>	<ul style="list-style-type: none"> <li>• National Honor Society students offer peer tutoring every day in every subject area.</li> <li>• Student Assistance Team identifies students in academic difficulty every term in order to provide interventions.</li> <li>• Grant funded remediation for students who perform poorly on MCAS exams as well as students who are struggling in their academic classes during the terms leading up to MCAS exams.</li> <li>• Guidance counselors regularly identify students who are struggling academically and match them with student tutors and, in some cases, with private tutors outside of the school.</li> <li>• Differentiated Instruction worked into the curriculum development methodologies</li> <li>• ELL support and accommodations</li> <li>• Assistive technology available to all students</li> <li>• Frequent Communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom teachers offer extra help and intervention for their students for 41 minutes every fourth school day during Directed Study Block.</li> <li>• Teachers have designed a Pyramid of Interventions (POI) for use in the classroom. This list of interventions included strategies for use in class and outside of class. The document is published in the Student/Parent Handbook, the Teacher Handbook and the Program of Studies. The POI is updated yearly.</li> <li>• Curriculum design effort undertaken by all teachers with emphasis on deep understanding for all students across all levels</li> <li>• Collaboration with administration, school psychologist, social worker, guidance counselor; special needs staff, Math Specialist, ELA/SS specialist and other specialists</li> <li>• ESL Facilitator</li> <li>• SSA (Student Services Administrator)</li> <li>• BCBA (Board Certified Behavioral Analyst)</li> <li>• Mentor Program</li> <li>• Teacher leaders in every discipline (Department Leaders) regularly analyze assessment data in order to identify areas of the curriculum that students struggle with.</li> <li>• Technology training and support for teachers in order to reach all learners.</li> <li>• Teacher mentor program</li> <li>• Course partners support one another as professional learning communities</li> </ul> <p>STAT team (see enclosed)</p>

### **Conducting an investigation will be critical**

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.

The principal, designee or other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate, may conduct interviews. 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. (Please see District Bullying Policy- JICFB)

### **Notification to affected parties will be important**

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 both the target and the aggressor. The parent/guardian of the target will be told of the procedures that will be taken to provide for the target's safety and to prevent further incidents of bullying or retaliation from occurring. The notice to parents will be provided in the primary language of the home. Any communication will comply with the confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

Specific information about disciplinary action taken will not be released to the target's parents or guardians, unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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 and with applicable school or district policies and procedures, consult with the school resource officer and other individuals the principal or designee deems appropriate.

d. Documentation: Each school will keep a discipline file, including bullying incident reports and investigation information. The Principal or designee will create a process for recording and tracking incidents and for accessing information related to targets and aggressors.

In June of each school year, the Principal of each school in the district will pass on to the Principal of the receiving building (for example elementary to middle school) the current year's

documents regarding bullying investigations and responses. Implications for student groupings will be shared at this time, in written form, with the receiving administrator.

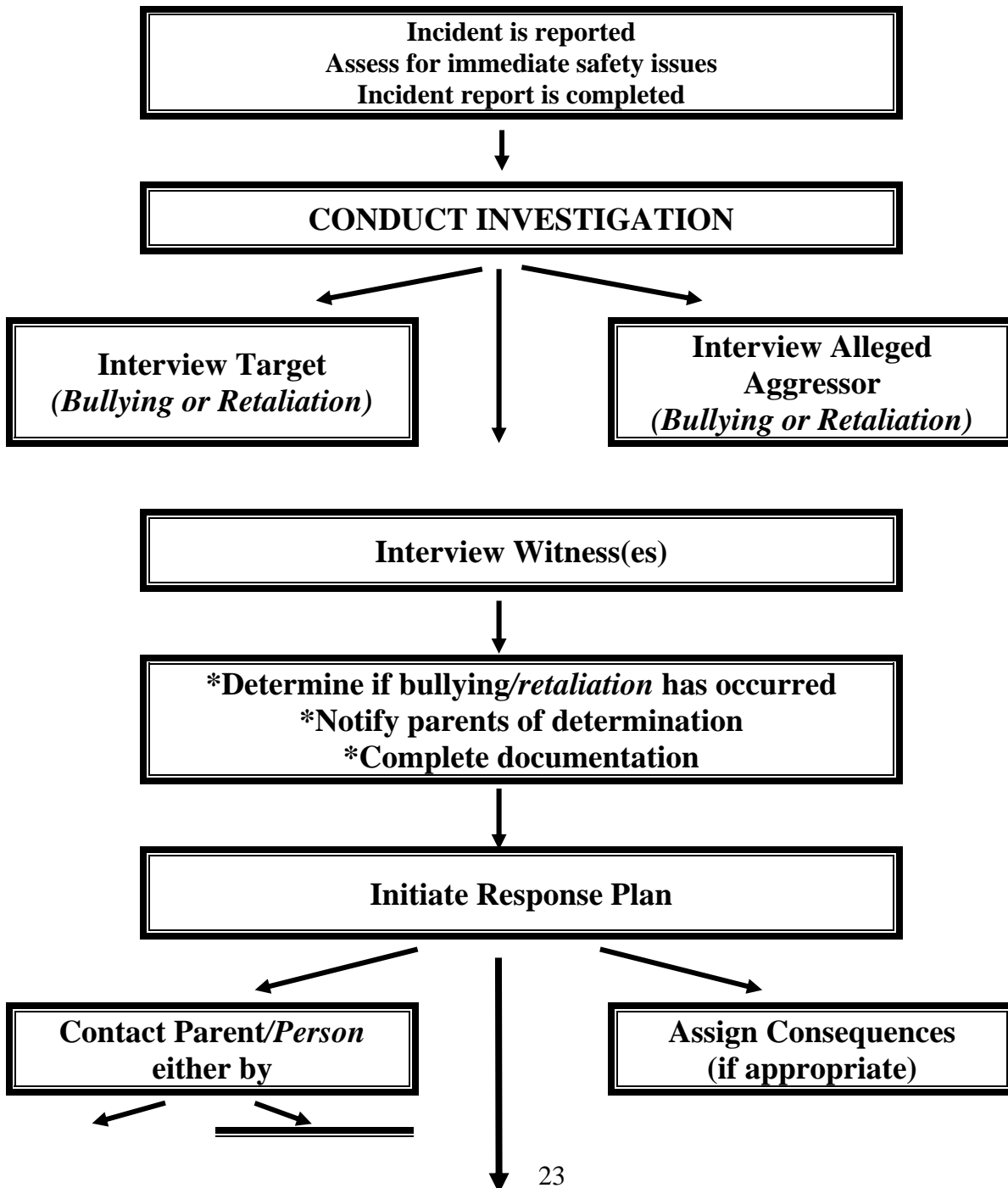
### **Reminders to all Staff Responding to Bullying**

- **Do not ignore bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A., 2002).
- **Intervene immediately; bullying is common, but not benign:** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged aggressor and target:** Do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict:** Conflict is an equal-power quarrel or problem between two or more students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a less powerful or fearful student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm:** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target** that they have done the right thing by making a report. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.**
- **Maintain confidentiality but ACT:** It is important to protect reporters from retaliation, but information on bullying **MUST** be acted upon. There are no "off-the-record" conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.



# HOLLISTON PUBLIC SCHOOLS

## PROCESS FOR RESPONDING TO A REPORT OF BULLYING OR A REPORT OF RETALIATION FOR REPORTING AN INCIDENT OF BULLYING FLOW CHART



**Verbal**

**Written**



**Follow-up on Response Plan**

# Reporting Bullying or Hurtful Behavior that YOU WITNESS or YOU EXPERIENCE

This electronic form is a place for you to report ANONYMOUSLY bullying or hurtful behavior that takes place in school, online or through texting. \*Hurtful teasing is teasing that goes too far and makes the target (victim) feel uncomfortable. It hurts someone's feelings and cannot be made better with remarks such as "I'm only joking!" or "What's wrong with you? Can't you take a joke?" \*\* Bullying is when one or more people repeatedly harm, harass, intimidate or exclude others either face-to-face or online or texting. All the questions marked with a RED asterisk are required in order to submit the form.

\* Required

1. Please identify if you witnessed this behavior as a bystander OR if you were the target (victim). \*

- I was the bystander; I witnessed the incident.
- I was the target (victim).

2. What did you see and hear? Please describe in a few sentences exactly what took place. \*

3. What is the name(s) of the student(s) who was/were responsible for the bullying or hurtful behavior? \*

4. What was the name(s) of the target (victim)? We will take great care in protecting the safety and privacy of this person(s). \*

5. What was the date and time this incident took place? If you aren't sure of the exact date and time give your best guess. \*

6. Where did this take place? (If online, please identify the source such as Facebook). \*

7. OPTIONAL: If you would like to share with us your name, please write it below. We will keep your name private and maintain your confidentiality.

# **Bullying Investigation Checklist**

Items Necessary for iPass Documentation  
Under Comments

- Name of student Target
- Name of Alleged Aggressor(s)

## **When Investigating:**

- Reviewed student's discipline and school records
- Consulted with additional staff (names)
- Staff present during student interviews and/or decision process (names)
- Were student interviews completed? If so who were the students?
- Do you have a summary of each student's account?
- Physical injuries? If so did the nurse examine the students?
- Did you gather:
  1. Printouts of blog posts, social networking pages, emails, etc,
  2. Copies of other evidence
  3. Copies of investigator's notes
  4. Nurse report (s)
  5. Police report (s)
  6. Written statement from interviewees, reporters, etc.
- Determination: 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 included (must include at least one of the following):
  1. causes **physical or emotional harm** to the target or damage to the target's property
  2. places the target in **reasonable fear of harm to himself or herself** or damage to his or her property
  3. creates a **hostile environment** at school for the target
  4. **infringes on the rights** of the target at school; or
  5. materially and substantially **disrupts the education process** or the orderly operation of a school
  6. involves an imbalance of perceived or real physical or social power between target and aggressor(s)
  7. retaliation from report of previous incident
- Provide a Final Determination: Incident did not meet the standard of bullying; Bullying has occurred and will be dealt within-house; Criminal bullying has occurred and police should be notified of possible criminal charges
- Response Plan: What action was taken?
- Notification: Who was notified? Parents of target and aggressor, counselor of target and aggressor, student services administrator, 504 chair person, police and other school staff such as coaches and other staff members

## Identifying Resources

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The Guidance staff at each of the schools in the Holliston Public School district will be responsible for identifying the resources and services needed by the targets, aggressor, and their families. The Guidance Department will also be responsible for making the referrals for these services.

1. One level of services will be the counseling to both targets and aggressors, provided by the guidance staff at each school, whose caseload includes the students and their families.
2. The guidance staff is also responsible for identifying resources and services that are available outside of the school district. Staff will identify and maintain contact information for programs that address the underlying emotional needs of targets, aggressors, and families. The guidance staff will be responsible for referring students and families to these services.
3. The guidance staff may use Holliston Youth and Family Services, to provide counseling referrals to students and their families. The guidance staff will also use their own referral network. Please see attached Resource List. The Guidance Department will be responsible for ensuring that resources are culturally and linguistically appropriate and will maintain an up-to-date listing of available services for Holliston students and their families whose home language is not English.
4. The Director of Student Services will annually assess the training needs of the Guidance Department and provide the appropriate level of training needed by the counseling staff.

*Provide Targets, Aggressors and appropriate family members of the involved student(s) contact information including a comprehensive up-to-date resource list of therapists, mental health agencies and psychologists*

*(See Resource list below)*

### **Resource list for therapists, agencies, and psychological testing centers**

Listed are a variety of names and agencies for staff that may be of assistance as a resource to share when working with children and **families who have experienced incidents of bullying and/or cyber-bullying or retaliation for reporting bullying and/or cyber-bullying**. Although, the mental health staff at the Holliston Public Schools have worked with some of these professionals, we have not interacted with them all. This list is provided so that you may begin the process of finding professionals to work with our children and families.

#### **PSYCHIATRIC EMERGENCY SERVICES**

- Advocates  
1 Clark Hill Suite 305  
Framingham, MA 01702  
508-628-6300  
508-872-3333  
Bilingual Clinician
- Riverside Community Counseling  
255 Highland Ave  
Needham, MA 02494  
781-433-0672

## AREA HOSPITALS

- Children's Hospital of Boston  
Learning Disabilities Evaluation Clinic  
Dr. David Urion, Director  
300 Longwood Ave.  
Fegan 11 and Hunnewell 2  
Boston, MA 02115  
617-355-2868  
[LDProgram@Childrens.harvard.edu](mailto:LDProgram@Childrens.harvard.edu)  
Coverage varies and is limited  
Comprehensive evaluations  
for children with challenges  
in cognitive, academic  
and social development  
Age 7, with 1<sup>st</sup> grade completed through 15
- Leonard Morse Children's Developmental Unit  
Dr. Charles Sachs, Ph.D.  
Leonard Morse Campus  
60 Union St.  
Natick, MA 01760  
508-650-7706  
Blue Cross/Blue Shield  
after speaking to the doctor  
Child and Adolescents, Individual  
and family Counseling, etc.
- McLean Hospital  
Child & Adolescent Clinic  
115 Mill Street  
Belmont, MA 02478  
617-855-3537
- MetroWest Medical Center  
115 Lincoln Street  
Framingham, MA 01701  
508-650-7333
- Milford Regional Medical Center  
14 Prospect Street  
Milford, MA 01757  
508-473-1190
- Newton Wellesley Hospital  
2014 Washington Street  
Newton Lower Falls, MA 02462  
617-243-6000
- Franciscan Hospital for Children  
30 Warren Street  
Brighton, MA 02135  
617-254-5020
- Mass General Psychiatric Pediatrics  
Mass General Hospital  
55 Fruit St  
Boston, MA 02114  
617-724-5600  
Client will have to speak with an  
Intake Worker regarding insurance  
Individual and Family Counseling,  
etc.
- UMass Medical Center  
Department of Psych. Out-Patient Services  
361 Plantation Street  
Worcester, MA 01605  
508-334-0366

## COUNSELING AND MENTAL HEALTH AGENCIES

### HOLLISTON

- Holliston Youth & Family Services                      Free of charge to Holliston Residents  
Ms. Margaret Fitzpatrick, LICSW, Director  
100 Linden Street  
Holliston, MA 01746  
508-429-0620
- Ms. Gail Donaldson, Ph.D.                                      Blue Cross/Blue Shield, Harvard Pilgrim  
23 Water Street  
Holliston, MA 01746  
508-429-5133  
Parenting skills counseling,  
adolescent and adult counseling
- Ms. Linda Eisenburg, LICSW                                  Marriage and Family Counseling  
23 Water Street.  
Holliston, MA 01746  
508-429-2128
- Holliston Counseling Associates                              BC/BS, HPHC  
833R Washington St.  
Holliston, MA 01746  
Dr. Valerie Auster Psy. D.  
Dr. Jane Finkelstein Psy D.  
Ms. Gail Conley, LICSW  
508-429-5558  
Can not see certain types of  
handicapped persons in  
Holliston due to configuration  
of building
- Ms. Gail Conley LICSW    All BCBS, HPPC, United Behavioral  
838 Washington St  
Holliston, MA 01746  
508-596-2605  
United Health Care  
General Practice Adults, families, adolescents
- Mr. Kevin Wehmhoefer, LICSW                                Currently not accepting insurance.  
The Family Workshop  
118 Washington Street  
Holliston, MA 01746  
508-561-5426  
[thefamilyworkshop@verizon.net](mailto:thefamilyworkshop@verizon.net)  
Adults, family, latency age, adolescents,  
couples: Psychotherapy Consultation and  
Supervision, Depression, Substance Abuse,  
Adolescents, limit setting
- Gretchen Powers, LICSW                                        HCHP, Value Options, Aetna  
118 Washington Street  
Holliston, MA 01746  
508-207-5495  
[Gpowers@yahoo.com](mailto:Gpowers@yahoo.com)  
BC/BS, Fallon  
Depression, Anxiety, Eating  
Disorders and Weight Problems
- Child and Family Psychological Services                  Blue Cross/Blue Shield, Tufts PPO,  
100 Jeffrey Avenue  
Holliston, MA 01746  
508-429-8999  
Or  
89 Access Road, Unit 24  
Norwood, MA 02062  
781-551-0099  
Harvard Pilgrim, CCN, Aetna,  
Health Care Value Management  
Individual, family /couples, group  
psychotherapy, parent guidance,  
psychopharmacology

## **HOPKINTON**

- Blackstone Center for CBT  
Mr. Todd Buckley  
169 W. Main St  
Hopkinton, MA 01748  
508-435-3066  
[www.blackstoneccbt.com](http://www.blackstoneccbt.com)  
Cognitive Behavioral Therapy
- Dr. Rich Falzone, Ph.D.  
85 Main Street  
Hopkinton, MA 01748  
508-497-8800  
[richfalz@aol.com](mailto:richfalz@aol.com)  
Blue Cross Blue Shield,  
Harvard Pilgrim, Tufts,  
Guardians, Medicare, Aetna  
Does not accept Medicaid,  
Fallon, Cigna or Beacon  
Health

## **ASHLAND**

- Ashland Youth & Family Services  
Ms. Cara Tirrell, LICSW  
Director  
162 West Union St.  
Lower Level  
Ashland, MA 01721  
508-881-0140

## **MILFORD**

- Dr. Eric Korn, Ph.D.  
Janis Korn, LICSW  
Milford Psychological Associates  
89 Main Street #201  
Milford, MA 01701  
508-478-6725  
BS, Tufts, United Behavioral Health,  
United Health Care, Fallon, BMC,  
Neighborhood Health,  
Harvard Pilgrim  
All ages
- Milford/Franklin Counseling Associates  
Dr. Lisa Edlin, Ph.D.  
Ms. Susan Drebing, LICSW  
Ms. Sondra Greenwald, LICSW  
Ms. Kerrie O'Toole, LICSW  
409 Fortune Blvd.  
Milford, MA 01757  
508-473-7400  
All insurance except Medicaid  
Psychotherapy with adults  
and children of all ages

## **MEDWAY**

- Medway Psychological Associates  
89 Main St Suite #101, #201  
Medway, MA 02053  
508-533-3777  
  
Mr. William Chaplin, LICSW  
Ms. Julie Greiner-Ferris, LICSW  
Ms. Melanie Duarte, LMHC  
Ms. Rebecca Rudko, M.Ed.  
  
BCBS, HP, WBH,  
United Health Care  
  
Adults, families and adolescents  
(as young as 10 yrs old)  
Anxiety and Depression
- Mr. Jerome Rubin, LICSW  
116 Main Street, Suite 204  
Medway, MA 02053  
508-277-8770  
  
Accepts most insurance  
Best to have school professional  
call first when making a  
referral.  
Adolescents Substance Abuse
- Ms. Lynette Dunn Nastasi, LICSW  
165 Main Street, Suite 108  
Medway, MA 02053  
774-641-3568  
  
All Blue Cross, All  
Beacon/Fallon, Neighborhood  
Health Plan, Aetna, starting  
3/1/10 Boston Medical Center  
Health Met Plan  
All ages (down to 5)
- Mr. John Markoff, LICSW  
89 Main St., Suite 302A  
Medway, MA 02053  
508-533-2200
- Dr. Carolyn Haines, Ph D.  
116 Main St. Suite 201  
Medway, MA 02053  
508-533-3530

## **FRAMINGHAM**

- Wayside Youth & Family  
Support Network  
Ms. Irene Roche / Ms. Lois DeRusha  
88 Lincoln Street  
Framingham, MA 01702  
508-620-0010  
  
Parent Support Services  
Bilingual Clinician
- Family Development Associates  
Jeff Parks, LMFT  
Ann Drouilhet, LICSW, LMFT  
40 Speen Street, Suite #106  
Framingham, MA 01701  
508-877-3660  
  
BCBS, HCHP, MBHP  
  
Individual and family Counseling  
Substance abuse/dependence,  
Depression/Anxiety, relationship  
issues, parent-child conflict
- Jewish Family Services of MetroWest  
475 Franklin Street  
Framingham, MA 01702  
508-875-3100  
[www.jfsmw.org](http://www.jfsmw.org)  
  
Sliding Fee Scale  
  
Non-profit agency providing  
social and community services  
throughout the life cycle

- Scott Cohen Associates  
 Meg Black LICSW  
 Dorie Cameron LICSW  
 Stefani Misiph  
 1 Granite Street  
 Framingham, MA 01702  
 508-872-1010  
[iscohen@aol.com](mailto:iscohen@aol.com)

Blue Cross/Blue Shield  
 Harvard Pilgrim, Mass. Health  
 Neighborhood Health, United HC  
 Aetna, UBH  
 Adults, adolescents, family:  
 Substance Abuse/addictions  
 Anxiety, depression, social skills,  
 PTSD, trauma, etc.  
 Play therapy, especially young children
- Framingham Psychiatric Counseling Associates  
 Kenwood Centre  
 63 Fountain Street, Suite 402  
 Framingham, MA 01702  
 508-872-4813
- Mental Health Associates  
 Don Chase, Psy D.  
 1290 Worcester Road  
 Framingham, MA 01702  
 508-872-1650
- Dr. William F. Fischer, Ph.D.  
 Clinical Psychologist  
 5 Edgell Rd. Suite 39  
 Framingham, MA 01701  
 508-875-4952  
[Williamffischer@comcast.net](mailto:Williamffischer@comcast.net)

BC/BS, Tufts HMO, Aetna  
 Harvard Pilgrim

Adult & Child Psychotherapy,  
 Couples & Family Therapy,  
 hypnosis, biofeedback
- Applied Behavioral Associates  
 Ms. Barbara S. Natoli, MA, LMHC, BCBA  
 661 Franklin Street  
 Framingham, MA 01702  
 Bnaba4kids@comcast.net  
 508-879-4161

Behavioral Treatment for Children
- Ms. Diane Burke, LICSW  
 17 Vernon St. Suite 304  
 Framingham, MA 01701  
 508-872-6007
- Ms. Linda Strom LICSW  
 79 Main St. Suite 104  
 Framingham, MA 01702  
 508-626-0133
- Family Counseling & Guidance Centers, Inc  
 350 Worcester Rd  
 Framingham, MA 01702  
 508-875-0648

## **SOUTHBORO**

- Southboro Medical Group  
Ms. Laura Orth, LICSW  
Dr. James Beiber, M.D.  
24 Newton St  
Southboro, MA 01772  
508-460-3190  
Accepts most insurance  
Children, adults and adolescents
- Mr. Dan Romillard  
75B Marlboro Rd.  
Southboro, MA 01772  
508-303-6722

## **NATICK**

- Dr. Kathleen Trainor, LICSW, Psy.D.  
154 E. Central St.  
Natick, MA 01760  
McLean Hospital and private practice  
508-879-7406  
Specializes in Aspergers, and  
anxiety disorders
- Dr. Susan Manheim, Ph.D.  
Robert Doherty, LICSW  
99 E. Central Street  
Natick, MA 01760  
508-655-1365  
BC/BS  
Child Clinical Psychology
- Dr. Deborah Wolozin, Ph.D.  
99 E. Central Street  
Natick, MA 01760  
508-653-6170  
deborah.wolozin@comcast.net  
BC/BS  
Children, Adolescents,  
Couples
- Dr. Peter Szuch, Ed.D.  
99 E. Central Street  
Natick, MA 01760  
617-640-7313
- Mr. John DeMuro, LICSW  
20 Main St.  
Natick, MA 01760  
508-651-7033

## **NEEDHAM**

- Dana Group Associates  
Dr. Richard Dana, Ph.D.  
Dr. Robert C. Moran, Ed.D.  
10 Chestnut Street  
Needham, MA 01492  
781-449-1143  
Blue Cross/Blue Shield  
Private Tufts,  
1<sup>st</sup> Health, Magellan  
Behavioral HC  
Individual, group, and  
family interventions for  
children, adolescents,  
and adults.

## **WELLESLEY**

- Comprehensive Psychiatric Associates  
Dr. Bruce Black, Director  
372 Washington Street  
Wellesley, MA 02481  
781-239-3550

Blue Cross Blue Shield,  
Blue Choice Blue Care Elect,  
HMO Blue, HPHC, Tufts,  
Health Care Value Management,  
Magellan, Medicare,  
Private Health Care Systems  
and others.  
Individual, family /couples,  
group psychotherapy, parent  
guidance, psychopharmacology.

## **SHARON**

- Dr. Karen Ruskin Ph.D, LMFT  
28 S. Main Street, 2<sup>nd</sup> floor  
Sharon, MA 02067  
781-241-7837  
[drkarenruskin@msn.com](mailto:drkarenruskin@msn.com)

Harvard Pilgrim, Pacific Care  
Behavioral Health, Humana  
Choice Care, Well Point  
Behavioral Health, MHN Tufts  
and UBH, Some carve out plans,  
Blue Cross/Blue Shield of R.I.  
Individual, family and couples  
counseling specializing in  
parent/child relationships.

## **SUDBURY**

- Counseling Collaborative  
Ms. Carolyn Romano, LICSW  
323 Boston Post Road, Unit 4C  
Sudbury, MA 01776  
978-443-8707

## **WAYLAND**

- Charles Glazier, LICSW  
25 Main Street  
Wayland, MA 01778  
508-653-4777  
[Charlesglazier.com](http://Charlesglazier.com)

BCBS, Sliding fee scale,  
PPOs, POS Plans, HMO Blue  
Personal Health Connection  
Relationship issues between parents  
and kids. Group therapy

## PSYCHOPHARMACOLOGY

- Dr. James Beiber, M.D.  
Southboro Medical Group  
24 Newton St  
Southboro, MA 01772  
508-460-3190  
Accepts most insurance
- Dr. Brian Mazmanian, Director  
Framingham Psychiatric Associates  
63 Fountain Street  
Suite 402  
Framingham, MA 01702  
508-872-4813  
Blue Cross Blue Shield,  
Blue Choice, Blue Care Elect  
Harvard Pilgrim Health Care,  
Health Care Value Management,  
HMO Blue, Magellan, Medicare,  
Private Health Care Systems,  
Tufts Associated Health Plan,  
and others. Does not accept Mass Health or Fallon.
- Dr. Anne Bodmer Lutz, MD  
621 Main St. Suite #1  
Shrewsbury, MA 01545  
774-239-2013
- Ms. Gail Hansen-Mayer RN  
Clinical Nurse Specialist  
Comprehensive Psych. Associates  
372 Washington Street  
Wellesley, MA 02481  
781-239-1093 X16
- Dr. Maitri Patel, M.D.  
Mr. Nimish Shaw, CNS  
Dr. Patricia Frischtak, M.D.  
Progressive Therapies, Inc.  
463 Worcester Rd. Suite 401  
Framingham, MA 01701  
508-834-3183  
BC/BS, Tufts,  
Harvard Pilgrim  
PBH/UBH

## EDUCATIONAL AND PSYCHOLOGICAL TESTING

- Franciscan Children's Hospital  
Neurology and Psychiatry  
30 Warren Street  
Brighton, MA  
617-254-3800 x2820  
Client will have to speak with an  
Intake Worker regarding insurance
- Mass General Psychology Assessment Center  
60 Staniford Street, 120  
Boston, MA 02114  
617-726-3647  
(They will call you back)  
Private pay with a few exceptions

## **ADD/ADHD AND ANXIETY**

- Dr. Rich Falzone, Ph.D.  
85 Main Street  
Hopkinton, MA 01748  
508-497-8800  
[richfalz@aol.com](mailto:richfalz@aol.com)  
Blue Cross Blue Shield,  
Harvard Pilgrim, Tufts,  
Guardians, Medicare, Aetna  
Does not accept Medicaid,  
Fallon, Cigna or Beacon Health
- Boston University Anxiety Center  
648 Beacon Street, 6<sup>th</sup> Floor  
Boston, MA 02215  
617-353-9610
- Hallowell Center  
142 North Road  
Sudbury, MA 01776  
978-287-0810  
[www.drhallowell.com](http://www.drhallowell.com)  
Private Pay  
Specializes in ADD,  
Worry/anxiety, and  
Child Learning Disabilities
- Dr. Glenn R. Kessler, Ph.D.  
20 Main Street  
P.O. Box 806  
Northboro, MA 01532  
508-393-9899  
Kesslerpsychological.com  
BC/BS  
ADHD, Anxiety, depression, stress  
related issues, sports psychology

## **BEREAVEMENT AND TRAUMA**

- Good Grief Program  
Ms. Maria Trozzi, M.Ed.  
Boston Medical Center, Vose Hall 403  
92 East Concord Street  
Boston, MA 02118  
617-414-4005
- Ms. Katherine D. Manners M.Ed., LMFT  
10 Langley Road  
Newton Center, MA 02459  
617-527-4128  
[kmanners@bigconnect.com](mailto:kmanners@bigconnect.com)  
BC/BS, Harvard Pilgrim,  
United Behavioral Health  
Trauma and Bereavement  
Ages 12+
- Ms. Deborah Marshall MA, ATR-BC, LMHC  
HEARTplay  
508-358-3000 ext.244  
Parmenter Community Health  
266 Cochituate Road  
Wayland, MA 01778  
[dmarshall@parmenter.org](mailto:dmarshall@parmenter.org)  
Free of charge  
Anticipatory grief and bereavement.  
A creative arts experience for  
children 3-12 who have experienced  
the death of a loved one.
- The Children's Room  
Donna Sharff: Program Director  
P.O. Box 306  
Arlington, MA 02476  
781-641-4741  
[dsharff@childrensroom.org](mailto:dsharff@childrensroom.org)  
[www.childrensroom.org](http://www.childrensroom.org)  
Bereavement groups are free of  
charge. Psycho-ed consultation  
/workshops and trainings  
are fees for service.  
Peer support groups for children  
and families who have suffered  
the loss of a family member

## **DIVORCE**

- Co-Parenting Assessment Center  
10 Union Court  
Natick, MA 01760  
508-650-0457  
[www.divorcecenter.org](http://www.divorcecenter.org)
- The Counseling Collaborative  
323 Boston Post Road # 4  
Sudbury, MA 01776  
978-443-8707  
[Counselingcollaborative.com](http://Counselingcollaborative.com)

Private Pay  
Blue Cross/Blue Shield PPO

## **ANGER MANAGEMENT**

- Ms. Meg Black, LICSW  
1 Granite St.  
Framingham, MA 01702  
508-872-1010 X 102  
Scott Cohen Associates  
[megsblack@yahoo.com](mailto:megsblack@yahoo.com)

BCBS (almost all plans),  
Tufts, United Behavioral Health,  
Medicare, Harvard Pilgrim, MHN,  
United Health Care, Aetna, Unicare

Conflict and anger management,  
communication skills, ADHD  
adolescent and women issues

## **EARLY INTERVENTION**

- Wayside Metro West Counseling Center  
88 Lincoln Street  
Framingham 01702  
508-620-0010  
[www.waysideyouth.org](http://www.waysideyouth.org)  
or 10 Asylum Street  
Milford, MA 01757  
508-478-6888

Medicaid, Medicare, Private Pay

Early intervention, Mental Health,  
Home-Based support,  
Substance Abuse

## **EATING DISORDERS**

- Ms. Gretchen Powers, LICSW  
118 Washington Street  
Holliston, MA 01746  
508-207-5495  
[Gpowerspractice@yahoo.com](mailto:Gpowerspractice@yahoo.com)
- Cambridge Eating Disorder Center  
3 Bow Street  
Cambridge, MA 02138  
617-547-2255  
[www.EatingDisorderCenter.org](http://www.EatingDisorderCenter.org)
- MEDA: Massachusetts Eating Disorder Association  
92 Pearl Street  
Newton, MA 02458  
617-558-1881  
888-343-MEDA  
[Info@medainc.org](mailto:Info@medainc.org)

Harvard Pilgrim, Value Options,  
Fallon, Aetna, BC/BS

Eating Disorders, weight problems

Comprehensive treatment  
for all types of eating disorders.

## **SPEECH AND LANGUAGE THERAPY**

- Children Therapy Associates (CTA)  
17 Strathmore Road  
Natick, MA 01760  
508-650-0457  
Private Pay  
Speech/language, occupational  
and physical therapy

## **GLBT – GENDER ISSUES**

- Ms. Lynette Dunn Nastasi, LICSW  
165 Main Street, Suite 108  
774-641-3568  
All Blue Cross, All  
Beacon/Fallon, Neighborhood  
Health Plan, Aetna, starting  
3/1/10 Boston Medical Center  
Health Met Plan  
All ages (down to 5)  
Medway, MA 02053

## **HEALTH CARE**

- Mass Health and Human Services 1-800-841-2900
- Planned Parenthood (617) 616-1660

## **PARTNER VIOLENCE AND SEXUAL ASSAULT**

- New Hope 1-800-323-HOPE (4673)
- Voices Against Violence 508-820-0834

## **HOTLINES**

- AIDS Action Committee of Massachusetts (800) 235-2331
- Mass Health and Human Services 1-800-841-2900
- Planned Parenthood (617) 616-1660
- Voices Against Violence 508-626-8686

## COMMUNITY RESOURCES AND PSYCH-SOCIAL ENRICHMENT PROGRAMS

- Academy of MetroWest  
Mr. Bruce Sabian, M.A, LMHC  
Director  
9 Tech Circle  
Natick, MA 01760  
508-655-9200  
Private Pay  
Activities-based group  
social skills program
- Big Brother/Big Sister  
484 Main Street, Suite 360  
Worcester, MA 01608  
508-752-7868  
800-540-7868  
or  
4 Franklin Commons  
Framingham, MA 01702  
508-879-7762  
800-879-7762  
[www.bbbsworc.org](http://www.bbbsworc.org)  
No Charge  
Youth Development-  
Adult mentoring
- NLDSupport  
[www.NLDSUPPORT.org](http://www.NLDSUPPORT.org)  
New England Area Support Group  
for families with children with NLD.

## STATE AGENCIES

- CBHI: Children's Behavioral Health Interagency Initiative 800-495-0086
- DCF: Department of Children and Families (formerly DSS) 508-424-0100
- DDS: Department of Developmental Services (Formerly DMR) (781) 894-3600
- DMH: Department of Mental Health 617-573-1600
- DYS: Department of Youth Services 800-792-5200
- Massachusetts Rehabilitation Commission 508- 370-4700
- WWW.Mass.gov

## Annual Staff Training

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The Plan will include a variety of opportunities for staff to be trained on anti-bullying initiatives. Staff training includes:

1. Staff duties/responsibilities described in the district Policy and Handbooks;
2. Reporting and investigation procedures;
3. Overview of bullying prevention curricula offered in the district

This training will also be provided to staff members hired after the start of the school year unless they can demonstrate participation in an acceptable and comparable program within the last two years.

The district will provide annual training to the following employee groups:

- Teachers and teacher assistant staff
- Nurses
- Recess and lunch duty teachers
- Guidance Counselors
- Athletic coaches
- Extra-curricular advisors
- Food Service Workers
- Bus Drivers
- Administrators
- Custodians

The district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct. The district will provide staff training for new employees during summer orientation sessions.

Annual Staff Training for returning employees will take place in several ways:

- An on-line training module will be completed by each returning employee by September 30.
- In-person training will be provided to administrators, teachers, bus drivers, food service workers, teacher assistants, coaches and nurses prior to September 30.
- Guidance staff will review the Bullying Prevention and Intervention Plan by September 30 of each year and insure that procedures are in place in each of the schools to implement the Plan.

## Professional Development

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Ongoing professional development opportunities for teachers, guidance staff and administrators will be sponsored by the district. The goal for such professional development is to train trainers within each school so that the curricula, reporting and investigating and the prevention and intervention plan are implemented with fidelity throughout the district.

Professional development will include:

1. Age-appropriate strategies to prevent bullying, with a focus on at-risk students;
2. Age-appropriate strategies for immediate interventions to stop bullying;
3. Information regarding power differential between aggressor, target and witnesses;
4. Information about specific categories of students who are particularly at risk;
5. Information on the nature of cyberbullying;
6. Internet safety issues as they relate to cyberbullying.

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## Parent/Guardian Information

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**The Action Plan below describes the activities and outcomes for staff, parents and community members. This will include how to reinforce the school/school district's bullying prevention curricula at home, the dynamics of bullying and online safety and cyber bullying. This information will be shared on Holliston Public School's website, Holliston Public School's bi-yearly newsletter, e-mail blasts, RSS feeds, Pastoral Council Newsletter, newspaper, and through community events shared with Holliston's Parent, Teacher, Student Association and Holliston Youth and Family Services.**

**ACTION PLAN – DISTRICT ACTION PLAN FOR STAFF PROFESSIONAL DEVELOPMENT AND COMMUNITY AWARENESS**

<b>DATE</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>	<b>WHERE</b>	<b>OUTCOME DESIRED</b>	<b>COMPLETED</b>
03/28/11	MARC Presentation to Community addressing: a. how to reinforce the school/school districts bullying prevention curricula at home b. the dynamics of bullying c. online safety and cyber-bullying	Handouts provided by MARC	Holliston High School Auditorium	* Understand Bullying * Ways to Prevent Bullying	3/28/11
Summer 2011	Review of additional research-based curriculum for each developmental level for purchase and implementation for 2011-2012 school year	To be determined by District Steering Committee	Miller Multipurpose Room	Purchase and implementation of curriculum supporting a kind and caring culture	

09/02/11	<p>MARC Presentation to Staff addressing:</p> <ul style="list-style-type: none"> <li>a. strategies for interventions to stop bullying</li> <li>b. information regarding the complex interaction and power differential that can take place among an aggressor, a target and witnesses to bullying</li> <li>c. information on students who are at risk for bullying</li> <li>d. information on cyber-bullying</li> <li>e. internet safety issues as they relate to cyber-bullying</li> </ul> <p>Building-based training regarding district's Bullying Prevention &amp; Intervention Plan</p>	Handouts provided by MARC	Holliston High School Auditorium	<ul style="list-style-type: none"> <li>* Understand bullying</li> <li>* Ways to prevent bullying</li> <li>* Ways to intervene</li> </ul>	
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10/11	Next-steps – Parent/Community Training Follow-up to 3/28/11 presentation - How to reinforce the school/school districts bullying prevention curricula at home	To Be Determined	Holliston High School Auditorium	Additional strategies to prevent bullying and intervening	
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## **ACTION PLAN - PLACENTINO SCHOOL**

<b>DATE</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>	<b>WHERE</b>	<b>OUTCOME DESIRED</b>	<b>COMPLETED</b>
6/23/10	Administrative Training re: Bullying Legislation, District Responsibilities, Clarification of the Bullying Law	Handouts from Massachusetts Aggression Reduction Center Workshop	Worcester	Increased knowledge-base around timeline for development and implementation of district-wide and school-based bullying prevention plan	6/23/10  Central Office and building Administrators participated
8/30/10	Opening Day faculty meeting. Informed staff that legislation had been passed re: bullying law and that there were important informational changes that were included in both the Teacher and Paraprofessional handbooks	Teacher and Paraprofessional Handbooks	Placentino Faculty Meeting	Staff were informed that they had an obligation to report “bullying” situations  Staff were informed that a district-wide committee would be developing a bullying prevention plan for submission to DESE by 12/31/10 and that they would be trained accordingly when the plan was completed and implemented	Full staff participation

10/12/10	1 <sup>st</sup> meeting of District Planning Group- Agenda included: Review of “plan” models and templates and choice of model/template for Holliston	Templates provided included: DESE template, Wayland Schools Plan, Walpole Schools Plan	Central Office	Model/DRAFT Plan is created for district  Protocol and training for staff as “reporters” and “investigators” is completed	Ongoing
11/10/10-11/11/10	Updates re: Parent Meetings and Information sessions in Mrs. Weene’s blog: Placentino on Parade	Blog will be posted on Placentino Homepage website	Placentino website	Communication with parents/guardians	Ongoing
12/10	Introductions of Positive Behavior Intervention Support (PBIS) Initiative w/consultant from Assumption College	School-wide Information System (SWIS) Program and PBIS materials	Placentino School	Begin formal introduction of PBIS to staff	Ongoing

Winter 2010/11	<p>Parent Information Meeting</p> <p>Described in Placentino 2010-2011 School Improvement Plan</p>	Panel Discussion with Guidance, Officer Gatchell, Administrators	Placentino School	<p>Parent information:</p> <p>The Bullying Law</p> <p>Responsibility of School</p> <p>Consequences</p>	Ongoing
Winter 2010/11	Staff Training	District "Bullying Intervention and Prevention Plan"	<p>Placentino Faculty Meeting</p> <p>Full Staff Participation</p>	<p>All staff is trained using the district "Bullying Intervention and Prevention Plan"</p> <p>Staff are provided with clear protocol to follow if "bullying" is reported to them or observed</p>	Ongoing
Winter 2010/11	Positive Behavior Intervention Support Training	Training Materials	Placentino School	Continued training on components needed to fully implement PBIS	Ongoing

2010-11	Purchase Open Circle curriculum materials with revisions that reflect “Bullying Lessons”	Open Circle curriculum	Classroom use of Open Circle curriculum	Continued use and practice of Open Circle methodology and curriculum	Ongoing
Winter 2010/11	Adult training. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training for all faculty, paraprofessionals and staff.	We will develop presentation and print materials for all adult members of our school community.	Placentino Elementary School	A more responsive adult contingent within our school community. Increased recognition of and intervention into bullying situations will make Placentino a safer place for all students. In addition, adults who confront bullying in all its forms will be effective role models for our students.	
Winter 2010/11	Parent training and discussion groups. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training and feedback forums for our students’ parents and guardians.	We will develop presentation and print materials for all of our students’ parents.	Placentino Elementary School	Training parents in how to recognize, report and deal with bullying situations give them the tools to be more responsive, leading to quicker intervention for students who are targets of bullying. Partnering with parents will increase the safety of our students in and out of school.	

**ACTION PLAN - PLACENTINO SCHOOL**

## ACTION PLAN - MILLER SCHOOL

DATE	ACTIVITY	MATERIALS	WHERE	OUTCOME DESIRED	COMPLETED
6/10	Administrative Training re: Bullying Legislation, District Responsibilities, Clarification of the Bullying Law	Handouts from Massachusetts Aggression Reduction Center Workshop	Off Site	Increased knowledge-base around timeline for development and implementation of district-wide and school-based bullying prevention plan	6/23/10  Central Office and building administrators participated
8/30/10	Opening Day faculty meeting. Informed staff that legislation had been passed re: bullying law and more information would be made available soon.	Presentation talking points	Miller Faculty Meeting	Staff were informed that they had an obligation to report "bullying" situations  Staff was informed that a district-wide committee would be developing a bullying prevention plan for submission to DESE by 12/31/10 and that they would be trained accordingly when the plan was completed and implemented.	Full staff participation

10/12/10	1 <sup>st</sup> meeting of District Planning Group- Agenda included: Review of “plan” models and templates and choice of model/template for Holliston	Templates provided included: DESE template, Wayland Schools Plan, Walpole Schools Plan	Central Office	Model/DRAFT Plan is created for district  Protocol and training for staff as “reporters” and “investigators” is completed	Ongoing
Winter 2010/11	Parent Information Meeting in conjunction with Placentino School	Panel Discussion with Guidance, Officer Gatchell, Administrators	Miller/ Placentino School	Parent information:  The Bullying Law  Responsibility of School  Consequences	
Winter 2010/11	Staff Training	District “Bullying Intervention and Prevention Plan”	Faculty Meeting  Full Staff Participation	All staff will be trained using the district “Bullying Intervention and Prevention Plan.”  Staff are provided with clear protocol to follow if “bullying” is reported to them or observed	

Ongoing	Guidance counselors and staff working on Anti-Bullying Intervention plan (see examples of components below)	Intervention Plan	Miller School	Counselors will design opportunities to both educate students about bullying and promote positive school culture.	Ongoing
Fall 2010	Deana's Educational Theater Anti-bullying Presentation	Handouts for teacher discussions.	Miller School	Students will have an opportunity to view and discuss information about bullying as it relates to their experiences.	10/25/10
Fall 2010	Add Open Circle lessons that address bullying to Open Circle curriculum	Open Circle curriculum	Miller School	Teachers will have research-based lessons about bullying that are a part of our social competency program.	Fall 2010

Fall 2010	Development of Grade Five Student Leadership forum that will work on service learning as well as school climate initiatives	TBD	Miller School	Students will develop school climate initiatives to encourage a climate where students feel confident and safe.	First meeting with staff volunteers 10/17/10
October 2010	Third Grade School Climate Initiative: "Caught Being a Good Patriot"	Worksheet, positive behavior reward tokens, patriot rewards	Miller School	Students will learn and practice four specific behaviors that will highlight ways to be positive members of the classroom and school community: Being an independent worker, being a team player, including others, and complimenting others.	10/10
November 2010	Bullying information to be included in Miller Messages	Write up	Miller School	Parents will have more information about bullying and conflicts.	11/10

Winter 2010/11	Adult training. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training for all faculty, paraprofessionals and staff.	We will develop presentation and print materials for all adult members of our school community.	Miller Elementary School	A more responsive adult contingent within our school community. Increased recognition of and intervention into bullying situations will make Miller a safer place for all students. In addition, adults who confront bullying in all its forms will be effective role models for our students.	
Winter 2010/11	Parent training and discussion groups. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training and feedback forums for our students' parents and guardians.	We will develop presentation and print materials for all of our students' parents.	Miller Elementary School	Training parents in how to recognize, report and deal with bullying situations give them the tools to be more responsive, leading to quicker intervention for students who are targets of bullying. Partnering with parents will increase the safety of our students in and out of school.	

**ACTION PLAN - MILLER SCHOOL**

## ACTION PLAN – ADAMS SCHOOL

DATE	ACTIVITY	MATERIALS	WHERE	OUTCOME DESIRED	COMPLETED
6/23/10	Administrative Training re: Bullying Legislation, District Responsibilities, Clarification of the Bullying Law	Handouts from Massachusetts Aggression Reduction Center workshop	Off Site	Increased knowledge-base around timeline for development and implementation of district-wide and school-based bullying prevention plan	6/23/10  Central Office and building administrators
8/2010	Formation of Anti-bullying Steering Committee made of staff from Wellness, content area teachers, administration and guidance. Organized six meeting dates throughout the 2010-2011 school-year. Met two times during the summer.	Handouts from MARC workshop. Resources from <i>Second Step, Owning Up Curriculum, CyberSmart!</i>	Adams Library	Increased knowledge-base around issues regarding best practices for anti-bullying practices and building positive school climate.	Organized committee into smaller groups : <ul style="list-style-type: none"> <li>- Prevention and Intervention presentation team</li> <li>- Cyber-bullying team</li> </ul>

8/30/10	Opening day faculty meeting. Informed staff that legislation had been passed re: bullying law and more information would be made available soon.	PowerPoint presentation.	Adams staff meeting	Staff were informed that they had to report “bullying” situations  Staff were informed that a district-wide committee would be developing a bullying prevention plan for submission by the DESE by 12/31/10 and that they would be trained accordingly when the plan was completed and implemented	Full staff participation
9/7/10	Faculty Meeting Introduced staff to key language and definitions around bullying as well as responsibility to report to guidance and administration.	PowerPoint presentation	Adams staff meeting	Staff developed common language on defining and identifying bullying.	Full staff participation
9/28 – 10/6/10	Staff training for Bullying Prevention and Intervention	PowerPoint presentation	Delivered in smaller grade level and team level meetings.	Staff was informed how to respond to intervene in any case where they could sense that someone was hurtfully teasing another student.	Full staff participation

10/2010	Form Student Leadership Team led by SLT advisors Jesse Conant and Elizabeth Leonard with input from guidance and administration	Staff nominations	Adams Middle School	Carefully construct a team of students who represent all the various cliques/ groups across the school in grades 7 & 8.	Ongoing
10/27/10	Anti-bullying Steering Committee Meeting to outline next steps for parent and student programming beyond Student Leadership Team	Anti-bullying curriculum supplementary resources via Internet	Adams Library	Brainstorm outline of ideas for parent and student programming	Ongoing Anti-bullying steering committee
11/3/10	Visit Millis Middle School Student Leadership Team Kick-Off event (Peter Botelho & Marie Cuevas)	None	Millis Middle School	Acquire deeper understanding of Student Leadership Team's purpose and potential	Ongoing

10/12/10	Meeting of District Planning Group: Review of “plan” models and templates and choice of model/template for Holliston	Templates provided: DESE template, Wayland and Walpole Public Schools	Central Office	Model/DRAFT plan  Protocol and training for staff as “reports” and “investigators” is completed	Ongoing
Fall 2010	Parent Evening – Introduction to Cyber-bullying Prevention including Facebook	PowerPoint presentation along with HHS students leading “hands-on” workshop to parents	Adams Middle School Library	Greater parent understanding of effective parenting strategies for helping children manage the responsibility of communicating in the digital world	
10/19/10	Parent Event - Invite Charlie Appelstein, adolescent/parent expert to discuss “Strength Based Parenting”	Guest speaker presentation	Adams Cafeteria	Parents learn strategies for building up the self-esteem of their child as well as developing stronger relationships with their children	Completed

Winter 2010/11	Parent Evening – Introduction to Bullying Prevention and Intervention	PowerPoint presentation with School Resource Officer and representative from Middlesex District Attorney’s Office	Adams Middle School	The Bullying Law The School’s responsibility Consequences	
Winter 2010/11	District “Bullying Intervention and Prevention Plan”	PowerPoint presentation	Adams Band Room  December or January Faculty Meeting	Staff will be trained using the district “Bullying Intervention and Prevention Plan”  Staff is provided with clear protocol to follow if “bullying” is reported to them or observed	
Winter 2010/11	Staff reviews and assesses effectiveness of school-wide prevention and intervention strategies	Staff survey	Faculty Meeting and/or grade level meeting	Collect and utilize data to determine the extent to the effectiveness of the prevention and intervention strategies being utilized by the staff to prevent hurtful acts and bullying	

Winter 2010/11	Launch pilot of grade 6 Second Step lessons	Second Step Grade 6 Curriculum Resources	Adams Grade 6 class	Guidance counselor utilizes research-based program in a classroom pilot involving approximately 24 students	Ongoing
Fall 2010	High Five Ceremonies to recognize citizenship, respect and tolerance	None	Adams teams	Teachers on Teams as well as Arts/Foreign Language teachers nominate a few students each couple of weeks for performing exemplary citizenship and demonstrating acts of kindness and caring to others	Ongoing
Winter 2010/11	Student Programming Guest speakers who describe their experiences with intolerance or bullying	TBD	Adams School	Students will develop campaign to stand up to intolerance and bullying which is led by Student Leadership Team	

Winter 2010/11	Professional development training for selected staff in the areas of appreciating differences and tolerance	TBD	Off Site or Invite on-site workshop trainer(s)	Staff will learn strategies and implement them	
Winter 2010/11	Adult training. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training for all faculty, paraprofessionals and staff.	We will develop presentation and print materials for all adult members of our school community.	Adams Middle School	A more responsive adult contingent within our school community. Increased recognition of and intervention into bullying situations will make Adams a safer place for all students. In addition, adults who confront bullying in all its forms will be effective role models for our students.	
Winter 2010/11	Parent training and discussion groups. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training and feedback forums for our students' parents and guardians.	We will develop presentation and print materials for all of our students' parents.	Adams Middle School	Training parents in how to recognize, report and deal with bullying situations give them the tools to be more responsive, leading to quicker intervention for students who are targets of bullying. Partnering with parents will increase the safety of our students in and out of school.	

**ACTION PLAN – ADAMS SCHOOL**

## **ACTION PLAN – HOLLISTON HIGH SCHOOL**

<b>DATE</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>	<b>WHERE</b>	<b>OUTCOME DESIRED</b>	<b>COMPLETED</b>
12/07/10	Rachel's Challenge, a nationally renowned presentation for high school aged students and communities will come to Holliston High School. An all-school assembly will be held in the morning. Follow-up training for student and faculty leaders will occur during the afternoon and an evening program for parents and the community will occur in the evening. The program is named after Rachel Scott, the first student slain at Columbine High School and a surreptitious anti-bullying advocate.	All materials for the program will be provided by Rachel's Challenge. There are copious training materials and follow-up materials available. HHS will be availing itself of follow-up training and programming contingent upon the success of the initial program in December.	Holliston High School auditorium and library	Cultural change. We seek to bring about a shift in the culture to one of understanding differences.	

<p>Winter 2010/11</p>	<p>Adult training. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training for all faculty, paraprofessionals and staff.</p>	<p>We will develop presentation and print materials for all adult members of our school community.</p>	<p>Holliston High School</p>	<p>A more responsive adult contingent within our school community. Increased recognition of and intervention into bullying situations will make HHS a safer place for all students. In addition, adults who confront bullying in all its forms will be effective role models for our students.</p>	
<p>Winter 2010/11</p>	<p>Parent training and discussion groups. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training and feedback forums for our students' parents and guardians.</p>	<p>We will develop presentation and print materials for all of our students' parents.</p>	<p>Holliston High School</p>	<p>Training parents in how to recognize, report and deal with bullying situations give them the tools to be more responsive, leading to quicker intervention for students who are targets of bullying. Partnering with parents will increase the safety of our students in and out of school.</p>	

Winter 2010/11	Student training and discussion groups. We will use any newly developed district and school documents, protocols and policies to develop comprehensive training and feedback forums for all of our students.	We will develop presentation and print materials for all of our students.	Holliston High School	The bystanders around bullying are a critical first line of defense for targets of bullies. A core element of our training, which we hope will complement or be complemented by our Rachel's Challenge programs, will be the empowerment of people who witness bullying. Confidential mechanisms for reporting bullying behavior will be a critical piece of the prevention effort.	
Winter 2010/11	Development of multiple mechanisms for confidential reporting of bullying behavior. Planned are email, phone and "suggestion box-type" options for reporters.	N/A	Holliston High School	Increased reporting of bullying behaviors leading to quicker interventions and improved safety for students in and out of school.	

**ACTION PLAN – HOLLISTON HIGH SCHOOL**